



A HOLY CROSS SCHOOL

# 2010-2011 Personnel Guide

Moreau Catholic High School  
27170 Mission Boulevard  
Hayward, California 94544  
510.881.4300  
[www.moreaucatholic.org](http://www.moreaucatholic.org)



# 2010-2011 Personnel Guide

Published for the Faculty and Staff of Moreau Catholic High School

## Message from the Principal

---

August 2010

Dear Faculty and Staff:

Each year through the collaborative efforts of faculty and staff, we publish our school's personnel guide to reinforce the policies and procedures of our school. In our role as educators we share the responsibility to effect improvement and to reinforce accountability. It is therefore important that the content of this guide be known and understood by all and most essentially that the practice of its ideals be our focus in the context of our school's goals pertaining to information, formation and transformation.

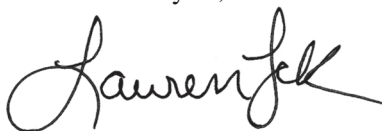
As the school year progresses we will update this document, the policies of which are approved by the board of trustees. Should you have suggestions for revisions or for the inclusion of other items to this guide, I will be very happy to hear from you.

This guide serves as a tool to help us all, no matter what our responsibilities, in our mission as educators. Our schoolwide learning results (ESLRs) (*page 9*) help us in this and in our constant focus on our faith life as a Catholic high school sponsored by Holy Cross. Student achievement, communication and service to others provide us with the definition for a systematic approach to our tasks.

The manner in which we communicate with each other is a pivotal element in our school's culture. Please use this guide in our aim to promote a supportive, generous school culture and one in which personal example and role modeling will reinforce the charism of our founder, Blessed Basil Moreau.

We thank you very much for your service to Moreau Catholic High School and your commitment to outstanding achievement.

Thank you,

A handwritten signature in black ink, appearing to read 'Lauren Lek', with a stylized, flowing script.

Lauren Lek  
Principal

*The school retains the right to modify or reverse the policies in this guide based on our mission, professional and legal concerns. Such changes or amendments may occur at any time with or without notice.*

## TABLE OF CONTENTS

### CHAPTER 1: ABOUT MOREAU CATHOLIC

1.1 Introduction	1
1.2 Heritage	2
1.3 History	4
1.4 Mission	6
1.5 Philosophy	6
1.6 Moreau Catholic High School Definition of Excellence	7
1.7 Vision 2000+	7
School Based Objectives	8
Student Based Objectives	8
Expected Student Learning Results	9
1.8 Philosophy of Teaching	10
1.9 MCHS Learning Community Mission Statement	11

### CHAPTER 2: ADMISSION, REGISTRATION AND RECORDS

2.1 Organization	12
2.2 Moreau Catholic Governance/Management	12
Brothers of Holy Cross	12
Board of Trustees	12
2.3 Organization of the Moreau Catholic Administration	13
President	13
Principal	13
Vice Principal (Student Welfare)	13
Assistant Principal (Campus Life)	13
Assistant Principal (Instruction)	13
Director of Admissions	13
Director of Finance	13
Director of Institutional Advancement	13
Director of Site Services	14
Director of Technology	14
Athletic Director	14
Faith and Service Director	14
Alumni and Event coordinator	14
Communications coordinator	14
Department chairpersons	14
Instructors	14
Counselors	14
Activity moderators	15
Leadership team	15
Academic Council	15
MERG—Moreau Employees' Representative Group	15
Disciplinary Appeals Committee	15
2.4 Auxiliary Organizations	16
Parent Club	16
Parent Club Board	16
Band Parents Club	16
Boosters Club	16
Alumni Association Board	16

	2.5 Communication and Decision-making _____	17
	2.6 Admissions Policy _____	17
	Moreau Catholic Organizational Chart _____	18
<b>CHAPTER 3: SCHOOL DAY PRACTICES AND PROCEDURES</b>	3.1 Before the semester begins _____	19
	3.2 First day of school (Teachers) _____	19
	3.3 Daily Practices and Information _____	19
	3.4 Attendance _____	22
	Policies _____	22
	Procedures _____	22
	3.5 School discipline: policies and procedures _____	23
	General _____	23
	Specific _____	24
	3.6 Emergencies, safety, security _____	25
	Accidents _____	25
	First aid procedures _____	26
	Evacuation procedures _____	26
	Earthquakes _____	27
<b>CHAPTER 4: GRADE REPORTING</b>	4.1 Philosophy of Grading _____	30
	4.2 Reporting _____	30
	4.3 Scholarship Grades _____	30
	4.4 Teacher Grading Systems _____	31
	4.5 Teacher Grading Scale _____	31
	4.6 Grade Point Average _____	32
	4.7 Semester Grades _____	32
	4.8 Semester “F” Grades _____	33
	4.9 Progress Reports _____	33
<b>CHAPTER 5: PUPIL PERSONNEL SERVICES AND PROCEDURES</b>	5.1 Student Records/Files _____	34
	5.2 Referrals _____	34
	5.3 Reporting Child Abuse _____	35
	5.4 Other Referrals to Outside Agencies _____	37
	5.5 Student Leaves of Absence _____	37
	5.6 AIDS _____	37
<b>CHAPTER 6: COCURRICULAR ACTIVITIES</b>	6.1 Rationale _____	38
	6.2 Promotion _____	40
	6.3 Policies _____	40
<b>CHAPTER 7: POLICIES AND PROCEDURES AFFECTING SCHOOL PERSONNEL</b>	7.1 General Policies _____	42
	Employee Absence and Teacher Substitution Procedures _____	42
	Teacher Substitution _____	42
	Substitute Teacher’s Responsibilities _____	42
	Substitution Policy _____	43
	Teaching Credential and Other Certification _____	43
	Professional Development _____	44
	Teacher Supervision _____	44
	The Role of Administration in Teacher Supervision _____	45

New Teacher Supervision _____	45
Intensive Assistance _____	46
Process _____	46
Announcements _____	47
Call a Student from Class _____	47
Classroom Visitation by Parents/Non-MCHS Adults _____	47
Policy on Copyrighted Materials _____	47
Guest Speakers _____	48
Field Trips _____	48
Selection of Instructional Materials _____	48
Controversial Issues _____	49
Examinations _____	49
Homework Web Site _____	49
Departmental Meetings _____	49
 7.2 Use of School Vehicles _____	 50
7.3 Use of School Facilities _____	51
Statement on Facility Use _____	51
Technology Guidelines _____	52
Social Media Guidelines _____	53
Password Policy _____	54
Audio-Visual Equipment _____	55
Library _____	55
7.4 Finances Tax Exempt Obligations _____	56
Budget _____	56
Guidelines _____	57
Teacher Education Loan fund _____	59
Cocurricular Activities _____	59
7.5 Fundraising _____	60
Philosophy _____	60
Definition _____	60
Policy _____	60
Planning _____	60
Criteria for Approval _____	61
Annual Student Fundraiser _____	61
School Endorsed Programs _____	61
Use of School Resources _____	61

## **CHAPTER 8: PERSONNEL ADMINISTRATION**

8.1 Introduction _____	62
8.2 Employment Policies _____	63
8.3 Wage and Salary Policies _____	66
8.4 Employee Benefits and Services _____	68
8.5 Standards of Conduct and Corrective Action _____	70
8.6 Employee Communications _____	75
8.7 Employee Separation _____	80
8.8 Employee Safety and Health _____	81

<b>APPENDIXES</b>	A: Guidelines for Administrators:_____	83
	Disaster Plan for Communication	
	B: MCHS Site Plan _____	84
	C: Sports Field Evacuation Assembly Area _____	85
	D: Emergency Evacuation Route First Floor _____	86
	E: Emergency Evacuation Route Second Floor _____	87
	F: Emergency Evacuation Route Third Floor _____	88
	G: Facility Fees _____	89

## 1.1 Introduction

---

1. The Congregation of Holy Cross is the canonical entity responsible for the sponsorship of Moreau Catholic High School. It is the duty of the president and the board of trustees of Moreau Catholic High School to see that the school is conducted according to the policies of the Brothers of Holy Cross and the Diocese of Oakland. It is their duty by charge to see that the following areas of concern are established and carried out:
  - A. Those directives set forth by the Bishop of Oakland and the diocesan superintendent of schools where applicable.
  - B. The educational directives of the State of California which apply to private schools.
  - C. The quality of education and other areas which involve school life.
  
2. School policies as set forth in the *Personnel Guide* and the *Student/Parent Handbook* become effective for the specified individuals at Moreau Catholic High School at the following times:
  - A. Faculty/staff - when the employee receives a contract or work agreement signed by the principal/president and returns it signed to the principal.
  - B. Parents - when the parents receive notification of acceptance of their students and payment of initial fees and tuition is complete.\*  
[Definition of parent from Student Parent Handbook]
  - C. Students - when the student is officially enrolled and registration fees and initial tuition payment are made.

The policies of a given *Personnel Guide* are operative until the publication of the next *Personnel Guide*, or until the school finds it necessary to modify its policies.

---

\*The term parents means one (if only one parent has custody) or both custodial parents means one (if only one legal guardian has custody) or more legal guardians.



## 1.2 Our Heritage in the Holy Cross Tradition

---

The United States was introduced to the Congregation of Holy Cross in 1842. Centered in Sainte Croix, France, Blessed Basil Anthony Moreau, founder of the Congregation of Holy Cross, commissioned Father Edward Sorin and six Holy Cross brothers to open a school near South Bend, Indiana. Today that school is known as the University of Notre Dame. Approximately twenty-five schools, colleges, and universities are now sponsored by Holy Cross in the United States.

Moreau Catholic High School was founded in 1965 by the Brothers of Holy Cross as a four-year, college preparatory high school. Moreau Catholic has sister-schools sponsored by the Congregation of Holy Cross in the mid-western and eastern sectors of the United States. As a Holy Cross sponsored school of the Congregation's South-West Province, Moreau Catholic is closely affiliated with several other Holy Cross institutions: Saint Francis High School, Mountain View, California; Notre Dame High School, Sherman Oaks, California; Saint Edward's University, Austin, Texas; and the Holy Cross School, New Orleans, Louisiana.

Blessed Basil Moreau passed on to Holy Cross a vision and philosophy of education that is essentially Catholic Christian. The philosophical and practical aim of any Holy Cross school is to prepare students to be *members of society and people of God*. To accomplish these objectives, Moreau provided an educational framework to assure that, there is evidence of a correspondence between academic quality and Christian faith. He envisioned that a Holy Cross education must provide whatever is necessary for students to live productively in the society in which they find themselves and to live fully as Christians.

Providing these necessities for our students is the concern of every department, program and dimension of daily school life. For example, we believe that every teacher, administrator, or staff member is called to share in the responsibility of creating and maintaining a safe and caring environment in which students learn to be *competent citizens* and *committed Christians*.

Expounding on his educational philosophy in 1849, Father Moreau wrote:

We can state the kind of teaching we hope to give in a Holy Cross school. Even though we base our philosophy on faith, no one need to fear that we will confine our teaching within narrow and unscientific boundaries. We will accept the discoveries of science without unscientific boundaries and prejudice in a manner adapted to the needs of our times. We do not want our students to be ignorant of anything they should know. We will always place instruction side by side with education; *the mind will not be cultivated at the expense of the heart*. While we prepare useful *citizens for society*, we shall likewise do our utmost to prepare *citizens for heaven*.

Three points from Moreau's vision of Catholic schools are particularly striking:

**1. *We will not confine our teaching within narrow and unscientific boundaries.*** A Holy Cross school provides an *integrated* Catholic education; it does not attempt to redefine reality by faith. A Holy Cross education strives to see reality with the eyes of faith by trying not so much to rearrange the world, but as to transform it through the teaching and example given by Jesus Christ. We believe that to redefine reality by faith, or rearranging the world rather than dealing with it, reflects a certain fundamentalism which is inconsistent with Catholic tradition.

**2. *We do not want our students to be ignorant of anything they should know.*** In a Holy Cross school, this is a moral imperative, duty and social responsibility of everyone associated with it. We believe that any negligence in this responsibility is cause for injustice to the students served by our school.

**3. *We will always place instruction side by side with education.*** For Father Moreau, this distinction is not simply a semantic one. Instruction is understood as transmitting particular knowledge and skills. Education fosters the values, attitudes, and behaviors which will use that knowledge and those skills appropriately and productively.

In a Holy Cross school such as Moreau Catholic, *instruction* is essential to the mission of the school, but its meaning and direction are rooted in *education*. For example, we believe that the instructor must always be the educator; that without the blend of both, teaching is incomplete and students are not fully served. This fusion is necessary to prepare, as Father Moreau says, "*citizens for society*" and "*citizens for heaven.*"

That instruction and education are to flourish in an environment where *family spirit* is evident and dominant was among Father Moreau's deepest desires. From the very origins of the Congregation of Holy Cross, family spirit marked its members and the institutions which they founded. Father Moreau believed that the mission of Holy Cross would be successfully attained once his followers were united in the cause of good.

We believe that the future of society and religion is truly in the hands of everyone involved in the ministry of a Holy Cross school. The education given today determines the quality of life tomorrow. The following seven points summarized the profile of a Holy Cross education as envisioned by Father Moreau:

1. Holy Cross education is concerned primarily with leading students *to understand and to live Christianity*.
2. Holy Cross education enables students to become *informed and active citizens*.
3. Holy Cross education nurtures an *environment of collaboration*, supported by a *family spirit*, which touches and includes everyone associated with the school.
4. Holy Cross education teaches *respect for personal, social, racial, political, religious, and linguistic diversity*.

5. Holy Cross education *fosters participation in the life of the Church, and promotes dialogue between faith and knowledge, faith and daily experience, and faith and culture.*
6. Holy Cross education *maintains standards of excellence* established by local, state, federal, and diocesan accreditation procedures and requirements.
7. Holy Cross education *maintains a global perspective.*

These seven points provide the substance of an education process of information, formation and transformation, and they are inseparable within the heritage of a Holy Cross education. We believe that:

**INFORMATION** is comprised of the knowledge and skills communicated to students which is aimed at preparing them for life and work in the future. It takes on an ethical dimension once it is put to use. However, information is not an end in itself; it is ever at the service of formation.

**FORMATION** is the intellectual, social, and spiritual development of students which is found in every aspect of school life. It guides students in determining how they will use the information, knowledge and skills at their disposal. Even formation is not an end in itself; it is directed toward transformation.

**TRANSFORMATION** is where the values and qualities of life which students are taught and encouraged to embrace and shape the world around them. It becomes a reality within and around students' lives as they use knowledge and skills with personal integrity and consistency to the gospel. Thus, students in a Holy Cross school become agents of transformation.

Father Moreau's vision for students educated within the heritage of Holy Cross continues to be truly liberating today as it was in his own time. His vision lies at the core of our school's mission.

## 1.3 History of Moreau Catholic High School

---

Moreau Catholic is a four-year college preparatory high school sponsored by the Brothers of Holy Cross, South-West Province. The school is governed by a board of trustees and maintains an enrollment of approximately 900 students on a fourteen acre campus. Moreau Catholic High School is fully accredited by the Western Association of Schools and Colleges and is the only Catholic high school located in Southern Alameda County.

Construction of the original facilities commenced in the spring of 1965 on acreage that was a portion of an orchard adjacent to Holy Sepulchre Cemetery. Moreau Catholic High School was one of the three private Catholic secondary schools in the Diocese of Oakland erected with substantial support from the people of the Diocese, the Most Reverend Floyd L. Begin, Bishop of Oakland, and the schools' sponsoring religious congregations.

The school opened in the fall of 1965 with 103 ninth grade boys. Since construction of the main facilities was in progress at that time, Moreau Catholic High School was temporarily located on the parish grounds of St. Bede's Church in Hayward. It was through the generosity of the pastor and parishioners of St. Bede's that Moreau commenced its operations in 1965. Brother Fisher Iwasko, C.S.C., was the school's founding principal. Construction continued through the spring of 1967, although classes were conducted in the main building's first floor from September, 1966. Eight months later, on May 14, 1967, the school was dedicated by the Bishop of Oakland and the Apostolic Delegate to the United States.

The original facilities of Moreau Catholic High School consisted of 27 classrooms, 5 science laboratories, 3 lecture rooms, a language laboratory, guidance offices, chapel, large auditorium, cafeteria, gymnasium, music rooms, and maintenance facilities. Exterior facilities still include football, soccer, and baseball fields, a track and parking areas.

At the request of Bishop Begin, Moreau Catholic High School became a coeducational institution commencing with the 1969-1970 academic year when 177 ninth grade girls were enrolled. To meet the needs of the school's increased enrollment, Garin Hall was constructed during the 1970-71 school year. The building provided an additional gymnasium, locker and shower facilities, classrooms, and home economics laboratories. During the summer of 1982, a connecting arcade between the second floor of the main building and Garin Hall was constructed, thereby enhancing the utility of each building. In June 1983, the third floor of the main building ceased to be the religious community residence for the Brothers of Holy Cross. This enabled further expansion of student, faculty, and staff facilities and services to the campus community.

The alumni, faculty and staff are proud of the school's reputation as an excellent academic institution. For example, Moreau Catholic was nationally recognized in June 1984 as one of the 60 exemplary American private schools. The school was recognized a second time in the spring of 1989. These awards were bestowed by the United States Department of Education and the Council for American Private Education. The continuing excellence of Moreau Catholic's faculty, staff, students and parents bears strong witness to the qualities of the school's academic and cocurricular programs, and to the success of the school's alumni.

March 1987 marked the opening of the Frank O. Ivaldi Student Center. This project represented the continuing response of the Moreau Catholic community to its long range plan for the future of its students and the school's mission. In the summer of 1987 the Liebowitz Arts Complex was refurbished. In 1993, the school reaffirmed its Catholic mission and became Moreau Catholic High School.

## 1.4 Our Mission

---

Moreau Catholic High School is dedicated to the legacy and values of the Congregation of Holy Cross and its founder Blessed Basil Moreau. We are a college-preparatory school committed to outstanding achievement. As a community of faith, we prepare our students through academic, social and spiritual learning experiences that form and transform them as they become responsible citizens of our global community.

## 1.5 Statement of Philosophy

---

Moreau Catholic High School enters into a partnership with the family and provides opportunities and means by which students are guided to higher levels of spiritual, social and academic development. We believe this partnership is given meaning through the legacy and values established by Blessed Basil Moreau, founder of the Congregation of Holy Cross. This partnership is enhanced by the spirit, vision, and collaboration shared among the entire school community and the Diocese of Oakland.

As a community of faith, we believe a Holy Cross education is centered in Christian values and adheres to high standards and expectations for individual achievement and social responsibility. We are guided by Jesus Christ to give witness to our faith through lived experiences—prayer, liturgical celebrations, retreats, and community service. These experiences nurture dignity and respect for religious and cultural diversity.

A Moreau Catholic High School education facilitates the formation of qualities such as integrity, justice, stewardship, love, compassion, and hope. We educate students to become people of values as well as scholars. By cultivating heart and mind, our students become responsible citizens and a positive force in the transformation of our global community.

Through our college-preparatory curriculum, our students become life-long learners and effective communicators. Our commitment to outstanding achievement ensures that our students become knowledgeable and skillful in areas of moral and ethical decision-making, critical thinking, accountability, technology and adaptability. Our co-curricular programs enhance the academic and spiritual dimensions of our school by providing formative activities that foster community, leadership, creativity, and sportsmanship. These learning experiences are achieved in a safe, caring educational environment facilitated by a professional and dedicated faculty and staff.

The fulfillment of our mission as Holy Cross educators is facilitated through the partnership between the family and school community. The knowledge, skills, and values taught to and embraced by our students help them shape their future and the world.

# COMMITMENT TO OUTSTANDING ACHIEVEMENT

## 1.7 Vision 2000+

---

### VISION 2000+ Our Response to the New Millennium

#### Goals

We will strive to be an *excellent* school which is notably recognized for superior standards and expectations, more satisfaction for and accountability to mission, and value for tuition dollars spent.

Our school will be recognized for values formation and *distinctive* college preparatory programs and services.

A graduate of Moreau Catholic High School will be a positive force in the transformation of the global community.

#### Strategies

*(Blessed Basil Moreau, 1849)*

“We can state in a word the kind of teaching we wish to impart: we do not want our students to be ignorant of anything they should know.”

“We shall always place education side-by-side with instruction, and the mind will not be cultivated at the expense of the heart.”

“While we prepare useful citizens for society, we shall likewise do our utmost to prepare citizens for eternal life.”

## **School Based Objectives**

### **Information**

The knowledge and skills learned through the school's curricular and cocurricular programs are aimed at preparing students for life and work.

### **Formation**

The intellectual, social and spiritual formation of students is the priority and outcome of every curricular and cocurricular aspect of school life.

### **Transformation**

The knowledge, skills, formative values and qualities of life which students are taught and which they learn and embrace, help them to shape their world and determine the future.

## **Student Based Objectives**

### **Information**

With the knowledge and skills learned through the school's curricular and cocurricular programs, students will be prepared for life and work.

### **Formation**

According to the priority of every curricular and cocurricular aspect of school life, students will be formed intellectually, socially, and spiritually.

### **Transformation**

Students will learn and embrace the knowledge, skills, formative values and qualities of life in order to shape their world and determine the future.

# Expected Schoolwide Learning Results

Our students are destined to live amid the activities and problems of the world. They should not be made to live a type of life which they would have to abandon when they leave our school. Rather, our students should be trained in such a way *that they may be everywhere what they were in school.*

Blessed Basil Moreau, 1844

## **1. Within the *heritage and values of Holy Cross*, students will maintain a meaningful relationship with God by:**

- 1.1 developing in themselves the spiritual dimension as an integral part of their lives
- 1.2 learning how to live ethically and morally
- 1.3 taking responsibility for their actions

## **2. Students will be *life-long learners* able to meet their *life needs* by:**

- 2.1 observing the world around them and thinking critically and creatively
- 2.2 analyzing, organizing, and applying information and ideas from a variety of sources
- 2.3 acquiring the skills necessary to become independent learners
- 2.4 developing skills that manage, integrate, and balance their educational, social, physical, and spiritual pursuits
- 2.5 sharing their gifts and talents in a spirit of interdependence, dialogue, and collaboration
- 2.6 setting, planning for, and striving to achieve personal, academic, and professional goals

## **3. Students will *communicate effectively* by:**

- 3.1 using language precisely in speech and writing
- 3.2 listening and reading critically
- 3.3 utilizing and adapting technological resources productively and responsibly
- 3.4 interpreting and evaluating complex messages presented through various media

## **4. Students will demonstrate *social responsibility and community service* by:**

- 4.1 developing a sense of community which includes an understanding of and respect for the diversity of others
- 4.2 exercising justice, compassion, and integrity as citizens of the global community
- 4.3 contributing to social, religious, political, and cultural organizations
- 4.4 caring for the environment



## 1.8 Philosophy of Teaching

---

Teaching is both an art and a science. Teaching at Moreau Catholic High School reflects the spirit and commitment of Blessed Basil Moreau who wrote “We will always place education side by side with instruction; the mind will not be cultivated at the expense of the heart.” The school’s faculty is committed to the mission and philosophy of the school and actively pursues excellence through professional enrichment opportunities to promote appropriate learning outcomes.

Instruction is essential to the work of a teacher at Moreau Catholic, but teaching has its meaning and direction rooted in education. To serve students as fully as possible teachers blend both instruction and education. Teachers challenge and guide students to become people of values as well as scholars by having high expectations of all students while recognizing individual differences of students.

Effective teaching is facilitated by instructional ideas and methodologies that are continually assessed for their ongoing validity, efficacy and adaptability. Teachers at Moreau Catholic facilitate the educational process of information at the service of formation directed towards transformation. Teaching at Moreau Catholic includes the ability to understand people: what motivates them, how they work, and how to work cooperatively with them.

Teachers strive to promote the goals of living a productive and spiritual life. These goals are communicated clearly and promoted through the modeling of Christian values that reflect caring and concern for the individual student.

Teachers at Moreau Catholic will exhibit competence in the following areas:

1. *Academic competence:* Each educator should exhibit competence in the subject area they teach. Ideally, an educator should exhibit the ability to teach a broad range of subjects within a particular department.
2. *Knowledge of learning and instruction:* Each educator should possess knowledge about how one learns and how one teaches. This begins with the proper certification in the subject area that the teacher is teaching in. It also includes the ability to use effective forms of collaborative work, appropriate assessment techniques, and knowledge of how technology can be used to broaden a student’s learning experience.
3. *Classroom skills:* Each educator should possess effective classroom management skills and cultivate a teaching style that increases student achievement and fosters student motivation.
4. *Curriculum development:* Each educator should have the ability to plan curriculum utilizing a “backwards design” and be able to work collaboratively with department members to create effective curriculum maps to ensure student achievement.
5. *Leadership:* Each educator should be encouraged to develop a sense of collegiality and leadership within the department and within subject level teams.
6. *Advanced degrees:* Each educator should understand that advanced degrees in a subject area or in education are an essential aspect of being a professional educator.

## 1.9 MCHS Learning Community Mission Statement

---

Moreau Catholic High School strives to create within each classroom an ideal, productive learning environment where, in the words of Blessed Basil Moreau, “we will always place education side by side with instruction; the mind will not be cultivated at the expense of the heart.” The learning process requires contributions from students as well as educators to create an atmosphere of integrity and respect so that every educational advantage and opportunity is made available.

### Teacher Responsibilities

**Strive to be a competent, masterful teacher who:**

- Is organized, does not waste time, and is prepared with a lesson in advance
- Uses technology to enhance learning
- Is knowledgeable about how to meet the learning needs of all students, and revises teaching tools to accommodate different learners
- Returns work in a timely manner with comments conducive to further learning
- Consistently updates PowerSchool to reflect an accurate grade in the course
- Provides a reasonable amount of time for teaching and learning to take place
- Is familiar with and adheres to student accommodations established by the Saints and Scholars coordinator

**Allow students a voice so they feel they can:**

- Ask questions related to the material
- Express conflicts with too much work and be taken seriously
- Ask about future assignments
- Give and receive timely, constructive feedback

**Establish fairness with:**

- Equal opportunity for all students to learn and be taught
- A fair grading system, that utilizes rubrics and clearly establishes expectations for mastery
- Provide study guides and worksheets to help students develop study skills for the course
- Open-mindedness about student's abilities
- Unbiased interaction regardless of students personal values, morals, ideas, religion or nationalities
- Establish classroom rules and consistently enforce them

**Conduct testing in a manner beneficial to the students, which includes:**

- Testing on material covered in class
- Allowing ample time and full opportunity to cover the material on which students will be tested

**Provide intellectual stimulation and challenge to inspire student learning by giving:**

- Equal opportunity to fully understand and acquire knowledge
- Academically challenging material
- Different forms of assessment and teaching styles
- Fundamentals and their application in everyday life
- Homework which reinforces, applies and provides representative samples of the information learned
- Regularly update an electronic class site with homework, assignments, and support resources

**Fulfill personal needs of students so they feel they are:**

- In a safe, comfortable, and productive environment
- Given individual attention/recognition in or out of class
- Given privacy concerning grades
- Allowed to go to the bathroom when it does not interfere with the learning environment

### Student Responsibilities

**Be a competent student and put forth effort to:**

- Use your laptop as a tool for learning, rather than a way to become distracted and off task
- Stay on task and participate in class assignments and discussions
- Study for tests and never cheat or plagiarize
- Attend class regularly and keep track of grades
- Notify teachers of planned absences and be responsible for any missed work
- When falling behind, make appointments or communicate with teachers to get help
- Pay attention rather than sleep, daydream or become distracted by the laptop
- Set positive goals and challenges
- Check email on a daily basis, outside of class time

**Respect faculty and staff in:**

- Being mindful of not disrupting the learning process
- Abiding by the teacher's classroom guidelines
- Giving teachers the same undivided attention the student would want to receive
- Caring for school facilities by not intentionally damaging desks, lockers, school property, or other student's property
- Granting staff, cafeteria, and maintenance workers the same respect as teachers/administrators should be shown
- Taking responsibility for your own trash, and helping maintain the school

**Respect other students so that everyone is in a safe, comfortable environment in which:**

- Students are considerate of and do not interfere with others' willingness to learn
- Everyone has a right to privacy concerning grades
- Students who are ill do not come to school out of consideration for classmates
- Learning is not inhibited by other students disruptions
- Racism and stereotypes are not tolerated

**Prepare for class and strive to:**

- Remain organized with homework and assignments
- Be on time with laptops charged, books, supplies and completed work
- Utilize the given breaks to stretch and use the restroom
- Stay focused on the given task and not do other homework, socialize or fool around on laptops

**Maintain an appropriate attitude which includes:**

- Coming to class with a positive mind set and a willingness to learn
- Working efficiently and respectfully with teachers and other students
- Communicating with teachers politely and without ridiculing them
- Being mindful of others' feelings, thoughts, and belongings

*Student Curriculum Committee (01-02) Revised (07-08)*

## **2.1 Organization**

---

The organization of Moreau Catholic High School is based on general policies determined by the board of trustees and the Congregation of Holy Cross.

## **2.2 Moreau Catholic Governance/Management**

---

### **Brothers of Holy Cross**

The legal title for Moreau Catholic High School is Moreau Catholic High School, Incorporated, of Hayward, California, a California non-profit religious corporation. The school is a membership corporation which means the Moreau Catholic High School Corporation exists (corporately) at the pleasure of the members of a larger corporation known as the Brothers of Holy Cross of Texas, Incorporated. The members of the Moreau Catholic High School Corporation are the Brothers of Holy Cross, and are referred to as the school's "sponsor." Moreau Catholic High School is sponsored by the Brothers of Holy Cross—the members of the Moreau Catholic High School corporation.

The members of the corporation consist only of the Provincial of the Brothers of Holy Cross, South-West Province and his council. The members have certain corporate powers affecting the actions of the school's board of trustees. These are:

- A. establish the mission and policies under which the Moreau Catholic corporation will function;
- B. amend the articles of incorporation;
- C. recommend to the bishop of Oakland any sale, lease or encumbrance on property belonging to the Moreau Catholic High School corporation;
- D. recommend to the Bishop of Oakland any merger or dissolution of the corporation;
- E. elect the board of trustees of the Moreau Catholic corporation and the corporation's officers and remove them without cause;
- F. appoint the president of the school;
- G. approve the capital and operating budgets of the corporation.

### **Board of Trustees**

The trustees of Moreau Catholic High School represent the highest governing body of the school, subject to the reserved powers of the members of the corporation. The board is governed by the bylaws of Moreau Catholic High School. The trustees recommend the contractual appointment of the school's president to the members of the corporation.

## **2.3 Organization of the Moreau Catholic Administration**

---

### **PRESIDENT**

The president of Moreau Catholic High School is responsible to the board of trustees for providing the primary leadership for the Moreau Catholic Community through the implementation of the school's mission, philosophy, written policies and plans of the board. The president serves as the liaison between the Brothers of Holy Cross who sponsor Moreau Catholic High School and the board of trustees who govern it. The president appoints the principal and delegates to the principal the necessary authority to administer those functions essential to the operational management of the school. The office of the president is further responsible for planning and executing programs addressing the needs of the school affecting the institution's enhancement, development, admission, marketing and alumni.

### **PRINCIPAL**

The principal is the chief operating officer of the school. The administration of the school shall be in accordance with the policies set forth by the president and the board of trustees. The principal is the educational leader of the school who directs instructional programs, supervises the faculty and staff and assists the president in maintaining effective relations within the school community. If matters of a problematic nature come to the attention of the principal without having gone through administrative channels, the matter will be referred to the appropriate administrative level for decision and/or review.

### **ASSISTANT PRINCIPAL (INSTRUCTION)**

The assistant principal with particular responsibility for instruction plans, implements and evaluates curriculum, staff development and supervision consistent with the school's philosophy. He/she supervises student services pertaining to student records, college liaison and the formation of the master schedule.

### **ASSISTANT PRINCIPAL (CAMPUS LIFE)**

The assistant principal for campus life oversees all matters relating to the spiritual life and growth of the school community provided through cocurricular activities. He/she also serves as the ASB moderator and teacher of the leadership class. Duties also include maintaining master calendar and coordinating school's photography program.

### **ASSISTANT PRINCIPAL/DIRECTOR OF ADMISSIONS**

The assistant principal and admissions director oversees all matters relating to marketing the school's programs to potential students, arranges school visits, coordinates the placement test and interviews, and handles all questions regarding the admissions process.

### **DIRECTOR OF FINANCE**

The director of finance oversees all school related financial and business affairs and prepares and manages the school's annual operating/capital budgets.

### **DIRECTOR OF INSTITUTIONAL ADVANCEMENT**

The director of institutional advancement plans, implements, and evaluates a continuous program of major donor, foundation and corporate giving research. He/she has the delegated responsibility to oversee and implement all institutional advancement programs seeking funding to ensure and improve operational and educational programs for the greater Moreau Catholic High School community.

## **DIRECTOR OF SITE SERVICES**

The director of site services is responsible for the activities and personnel required in facility maintenance, custodial assistance, and grounds keeping, as well as being responsible for facility use, planning, safety, and security. The director also oversees the food services and transportation operations.

## **DIRECTOR OF TECHNOLOGY**

The director of technology provides leadership, coordination and educational opportunities in the areas of technology and technology planning and development for the instructional and administrative needs of the school.

## **ATHLETIC DIRECTOR**

The athletic director provides for leadership and coordination among the various sports to facilitate worthwhile learning experiences.

## **FAITH AND SERVICE COORDINATOR**

The faith and service coordinator examines and oversees the growth of Catholic identity and Holy Cross mission throughout the programs of the school. The coordinator will work in direct partnership with the campus minister and lead the Theology Department in content and spirit

## **ALUMNI AND EVENT COORDINATOR**

The assistant director of institutional advancement assists the president and director of institutional advancement with the management of the school's external special events and volunteer programs.

## **COMMUNICATIONS COORDINATOR**

The communications coordinator sets standards of uniformity of purpose, design and content of all authorized communications involving the school community.

## **DEPARTMENT CHAIRPERSONS (instructional program)**

The department chairperson is responsible for curriculum development, supervision of teachers, and procedural detail within his/her department(s). In addition to his/her teaching or counseling responsibilities, he/she assumes the middle management responsibility for the effective operation and leadership of his/her assigned department. The department chairperson teaches regularly in the area and is an ex-officio member of the academic council. Department chairpersons are recommended for nomination by their department members and are appointed by the principal for a three year term which can be renewed.

## **INSTRUCTORS**

Classes are assigned by the department chairperson in consultation with the principal and assistant principal after noting the individual teacher's qualifications and preferences and larger school needs. Teachers are responsible for conducting their classes in accordance with the course outlines approved by their department chairpersons. Classroom instructors are immediately responsible to their department chairpersons.

## **COUNSELORS**

Counselors are involved with all aspects of the counseling/guidance process with specific assignments of guidance staff members to emphasize personal counseling, academic advisement, career and vocational counseling, and college and scholarship advisement. Counselors are responsible to the guidance supervisor.

**ACTIVITY MODERATORS**

The moderators of clubs and activities consult with their assistant principal liaison regarding clubs and activities and ensure that all programs reflect the philosophy and values promoted by the school.

**LEADERSHIP TEAM**

The leadership team consists of all school administrators who advise the principal in matters of school operations.

**ACADEMIC COUNCIL**

The academic council prepares academic proposals and policies for approval by the principal, supervises the implementation and approved innovations by the various academic departments, evaluates ongoing academic programs and reviews and approves course descriptions, course outlines, and textbook requests presented by the various departments. The academic council is composed of all the department chairpersons, guidance supervisor, librarian, assistant principal and principal.

**MOREAU EMPLOYEE RELATIONS GROUP (MERG)**

The Moreau Employee Relations Group advises the principal regarding faculty and staff issues and concerns. The committee is representative of all personnel employed at Moreau Catholic High school and meets monthly. Elections for membership on the committee are held at the beginning of each school year.

**DISCIPLINE REVIEW COMMITTEE**

The discipline review committee acts as a recommending body to the principal in matters of expulsion. The members of the committee are appointed by the principal, after consultation with the assistant principals.

## 2.4 Auxiliary Organizations

---

### **PARENT CLUB**

The Parent Club serves the school's parent community by furthering the mission of the school in the community at large. Parents of all currently enrolled students are automatically members of the school's parent club.

### **PARENT CLUB BOARD**

The Parent Club Board of the Parent Club represents all parents at the school. The board serves as a means of communication between parents and the administration. Members advise the principal on issues pertaining to policies and procedures that reflect the school's mission, philosophy, Vision 2000+ and Expected Schoolwide Learning Results (ESLRs).

### **BAND PARENTS CLUB**

The club is dedicated to providing all band participants and directors with a high level of support to enhance student education through music and dance. Parents work in partnership with the Band Director and school staff to create an environment that encourages excellence, growth, integrity, and leadership.

### **BOOSTER CLUB**

The purpose of the club is to support Mariner athletics as an integral part of the educational mission of the school. The Boosters assist Moreau by supporting athletic activities and by promoting excellence in education, morality, faith, values, leadership, physical fitness, discipline, sportsmanship, and equal opportunities for all students. The club will uphold the principle of institutional control of and responsibility for athletics in accordance with the constitution and bylaws of the North Coast Section, CIF.

### **ALUMNI ASSOCIATION**

The alumni association includes all graduates of Moreau Catholic High School. Attendees at alumni association meetings advise the offices of institutional advancement on relational issues and programs on behalf of alumni and current students. Alumni Association meetings are held twice a year, usually in September and March. There is also a class representative system which helps the alumni office find lost alumni and keeps each class connected with MCHS.



## 2.5 Communication and Decision-Making

---

Individuals make requests and report to the person immediately above them in the organization and issue instructions only to their own direct subordinates. If one reaches an impasse with an immediate supervisor, the matter is appealed to the next higher authority; decisions should be made and problems solved on the lowest level at which a group or individual has jurisdiction. Formal means of communication are: personnel guide, student parent handbook, position description on file in the principal's office, calendars and bulletins, principal's newsletter, daily announcements, special announcements, programs of study, and formal interviews. All staff members utilize these means to keep informed on developments and changes in policy.

## 2.6 Admissions Policy

---

Moreau Catholic High School has an enrollment policy whereby any prospective 9th, 10th or 11th grade student may apply for admission.

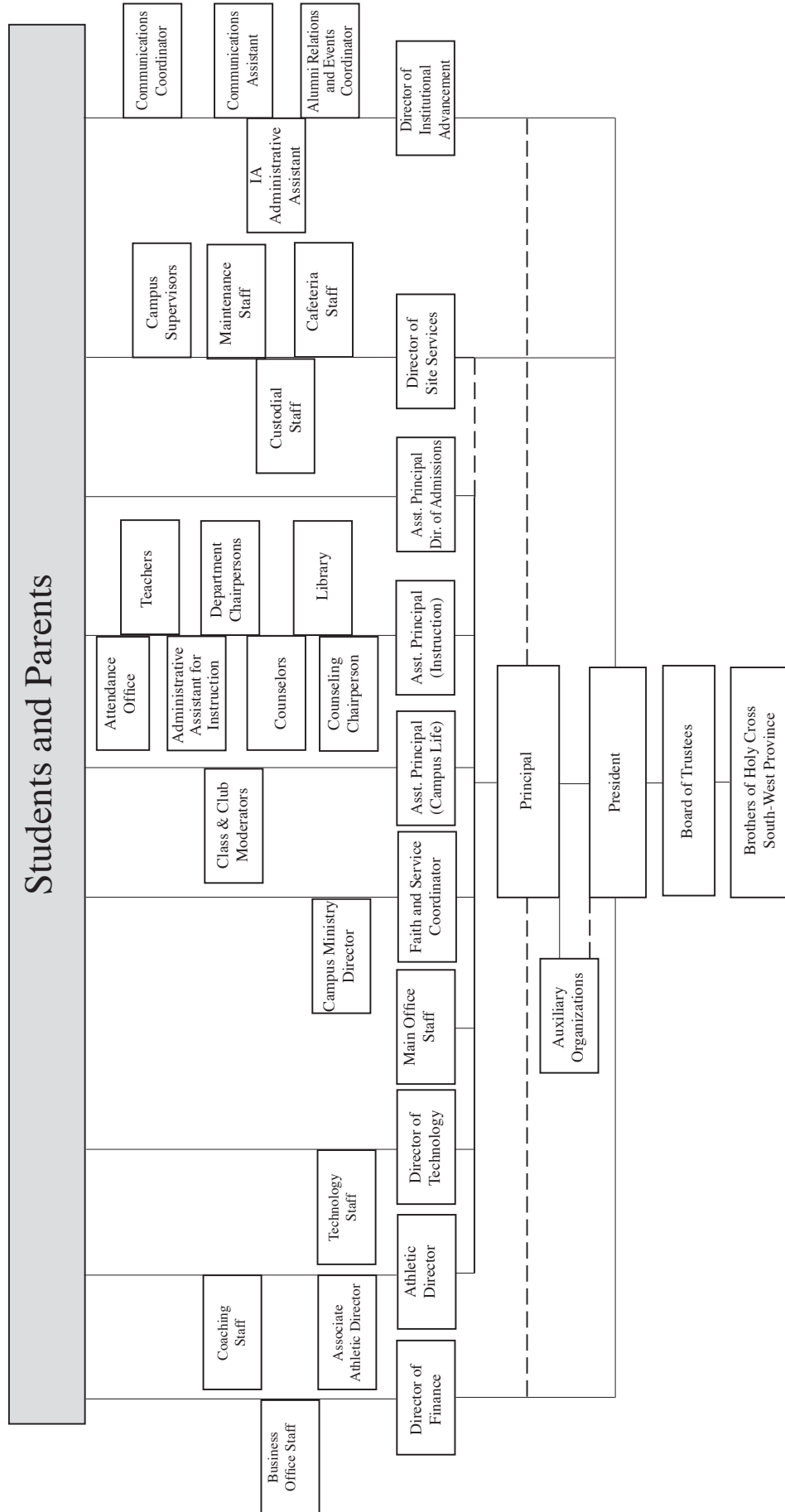
Procedures for admission are as follows:

- A. The policy and condition regarding admission to Moreau Catholic High School shall be included in the student parent handbook and in application materials.
- B. Moreau Catholic High School admits students of any color, race or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school.
- C. The president or his/her designee shall report results of the admission process to the board annually.
- D. Exceptions to the admission policy shall, on an individual basis, be allowed at the discretion of the president in consultation with the principal.

Note: "Moreau Catholic High School has an enrollment policy whereby any prospective 9th, 10th or 11th grade student may apply for admission"



# Moreau Catholic Organizational Chart



### **3.1 Before the Semester Begins**

---

Each teacher will become familiar with the course outline approved by the department chairperson, discuss plans for course enrichment with the department chairperson and other department members and complete course information guides and behavioral policy forms.

### **3.2 First Day of School (Teachers)**

---

Each teacher will:

- A. Set a positive tone.
- B. Take attendance and verify class lists.
- C. Inform students which texts and materials will be required for class.
- D. Distribute a course information form and discuss class requirements, course content, grading system, class conduct, etc. (consider the needs of the students and the pace at which they learn in setting the tone for each class).
- E. Distribute and/or post behavioral policy forms and explain classroom rules, procedures and consequences of breaking rules and procedures.
- F. Discuss school appearance code.

### **3.3 Daily Practices and Information**

---

- A. Each faculty and staff member is expected to check daily the faculty room bulletin board and his/her email for memos and bulletins upon arrival at school and prior to departing. Also, voicemail should be checked daily. The school calendar should be consulted before planning for the coming week, and is posted weekly in the faculty room.
- B. The school day for an instructor commences at 7:45 AM and extends to 3:00 PM, exclusive of cocurricular assignment and afternoon department meetings, and faculty/staff meetings. Faculty/staff meetings should not run later than 4:00 PM. Teachers are expected to stay till the end of all school meetings.

Teachers who teach the first period of each day are to be in their classrooms by 7:45 AM. Teachers who do not teach the first period of the day are to sign in with

## Daily Practices and Information *continued*

---

the principal's administrative assistant by 7:45 AM in the event they are needed for substitution. The warning tone for the first period is 7:55 AM. Class begins at 8:00 AM.

- C. Attendance will be ***taken by the teacher*** at the beginning of each period according to the attendance procedures.
- D. Teachers enforce the school's published appearance code by conducting a visual check at the beginning of each class. Students in violation of the appearance code are to be issued a detention and made to immediately correct the violation. If unable to do so, students should be sent to their assistant principal or campus supervisor.
- E. Instruction continues until the end of the class period. Students do not leave the room nor stand by the door waiting for the tone to sound.
- F. Students may be dismissed only when the bell signals the end of the class period.
- G. Teachers supervise their classrooms and the corridor areas near their classrooms between classes and at times when students are in the halls.
- H. Any student who is tardy for first-period class shall have a tardy slip from the attendance office. Students tardy to all other classes will receive a detention from the teacher.
- I. Classroom learning time is a priority; however, it is expected that all teachers will cooperate in releasing students from class when called by an administrator or counselor. Teachers may choose not to release students if a test is being administered or if the student cannot miss the particular instruction being given. In such cases, it is appropriate to notify the caller of the reason for not releasing the student.
- J. Students who become ill or injured during school hours are to be accompanied to the attendance office. Accidents or illnesses occurring after school hours are to be handled by the instructors, moderators or coaches in charge. A written injury report must be submitted by the next school day to the attendance office.
- K. Special schedules are published in advance by the coordinating administrator.
- L. Teachers may not keep an entire class after school unless they have specific and prior permission from the principal or an assistant principal. Individual students may be asked to remain after school for a reasonable length of time or an after school appointment should be arranged for the following day.
- M. Teachers are encouraged and expected to be available before/after school to assist students with academic problems.
- N. Teachers observe the home study policy (see Student Parent Handbook). All homework assignments are to be regularly monitored and assessed. Students are expected to spend a reasonable amount of time on home study doing homework assignments, reading, reviewing, and/or studying.

## Daily Practices and Information *continued*

---

- O. All student meetings, either before or after school, will have a faculty moderator or coach present. Students are not allowed to use any school facility, including classrooms, unless an adult supervisor is present.
- P. No full-time teacher is to leave campus during the school day without notifying his/her department chair and the principal's office. A sign-out sheet is maintained in the receptionist's office for recording such needs.
- Q. Each teacher will develop goals and an individualized supervision plan with his/ her department chairperson. The plan is signed by the department chair and the teacher; a copy is sent to the principal via the assistant principal, and is filed in the individual teacher's personnel file. Department chairpersons actively supervise each member of their department and visit classes regularly. The principal and other administrators visit classes periodically. The principal may grant permission for other individuals to visit classes as needed.
- R. Teachers are asked to make and keep in their classrooms an up-to-date seating chart of each of their classes and to file copies with the principal's secretary.
- S. Teachers are to submit a copy of each behavioral policy form to the administration and their department chairperson during the first week of school.
- T. Each teacher supervises his/her classes/activities during the period of time that these classes/activities are assigned to him/her. Failure to do so may be considered a breach of contract.
- U. At school events, faculty/staff members are given event-specific duties and supervision responsibilities. In addition to these specific assignments, employees are automatically to assume responsibility of supervision when they open any school facility for students, graduates, or outsiders.
- V. Faculty and staff are expected to exercise their authority over students and student conduct, on or off campus, in connection with any school-related activity.

## 3.4 Attendance

---

### **POLICIES**

- A. The school reserves the right to prevent a student from taking semester examinations or to receive credit for any course in which he/she has been absent for more than seven (7) days of the semester class time. Exceptions may be made to this policy by an assistant principal and only under extraordinary circumstances.
- B. Students must be given the opportunity to make up work for credit after any absence. Teachers should require that work be made up for the purpose of educational continuity.
- C. Accurate attendance shall be taken each period, including collaboration, and recorded in the teacher's grade book.
- D. Students shall be given hall passes to go to their lockers or bathroom when deemed appropriate by faculty members.

### **PROCEDURES**

#### **A. First period of the day**

- 1. The teacher takes roll.
- 2. Students tardy to the first period of the day need to check in with attendance and then present an admit slip from the attendance office to their teacher.
- 3. Students absent the preceding school day will have an admit slip from the attendance office before being admitted to class. Each teacher will remind his/her first period class of the day of this requirement and instruct ninth grade classes in the procedure.

#### **B. All other periods of the day**

- 1. The teacher takes roll.
- 2. Students who are late to any class after first period are issued a detention.
- 3. The teacher initials the admit slip of each student absent the preceding school day.
- 4. After an absence all students must have an admit slip in order to return to class.

### 3.5 School Discipline: Policies and Procedures

---

#### GENERAL

1. Discipline signifies good order and is the mutual responsibility of all. The teachers have the rights and responsibilities of:
  - a. Establishing a classroom structure and routine that provides a positive learning environment.
  - b. Determining and requesting appropriate behavior from students and encouraging positive social and educational development.
  - c. Asking for help from parents and administrators when he/she needs assistance.Students have the right to (in addition, please refer to Section 1.9 MCHS Learning Community Mission Statement):
  - a. A teacher who will help them when needed.
  - b. A teacher who is in a position to and who will provide students with positive support for appropriate behavior.
  - c. Choose how to behave and know the consequences that will follow.
  - d. To learn in an environment which is free from unwelcome and unsolicited sexual overtures; behavior or comments which are offensive and of a sexual nature will not be tolerated.
2. Outside the classroom, each teacher and/or staff person has the responsibility and obligation to correct any student who is disregarding school regulations.
3. Teachers are to follow all school policies and procedures related to discipline as listed in the *Student Planner Handbook*.
4. Faculty and staff are to demand of themselves the same degree of consistency

**SPECIFIC**

in following regulations as they demand of the students in following school and classroom procedures.

5. Faculty members are required to escort and supervise their classes at all assemblies and liturgies in the Main Gym, Auditorium, Student Center or other campus locations.
- A. Corporal Punishment: Striking a student is explicitly forbidden. Since such action is against school policy, an employee who becomes involved in such illegal action is liable to immediate termination of contract.
- B. Physical Abuse: Any altercation between a school employee and a student which results in physical contact must be reported to the principal immediately. A written report by both parties must be filed with the principal within twenty-four (24) hours.
- C. Narcotics: If a faculty/staff member has reason to believe a student is involved in drug use, he/she must notify an assistant principal. If a faculty/staff member has information regarding a student's distribution of drugs, he/she must notify an assistant principal for follow-up and disposition.
- D. Alcohol: If a faculty/staff member has reason to believe that a student has been drinking before or during a school day or event, he/she is to convey such suspicions to an assistant principal.
- E. Smoking: Students are forbidden to smoke on school property or at school events. Violators of this rule are to be reported to an assistant principal.
- F. Fighting: Students fighting on campus are to be brought immediately to a campus supervisor or administrator. School employees have the responsibility to stop any fight they witness. Tense situations which could lead to fighting should be eased immediately. Any gathering crowd should be investigated and, if necessary, dispersed.
- G. Stealing: Any theft or damage must be reported immediately to an assistant principal. The student will fill out a lost property form and the incident investigated.
- H. Sending students off campus: Students cannot leave or be sent off campus during the school day or during planned co-curricular events without permission of the principal, or his/her delegate and the permission of a parent or guardian. Failure to observe this policy can lead to legal complications between the school employee and parent/guardian.
- I. Student appearance code: Faculty and staff are to review the regulations concerning school dress and appearance (Student Parent Handbook). Students in violation of the appearance code are to be issued a detention and made to immediately correct the violation. If unable to do so, students should be sent to their assistant principal or campus supervisor.
- J. Classroom Discipline: The classroom regulations supported by the administration are listed in the Student Parent Handbook. In addition, teachers may establish particular rules for their own classrooms. A student should be sent to an assistant principal when the student fails to do an assigned penalty, repeats the offense, or commits a major offense.

- K. Major Offenses: Major offenses are any form of discrimination, sexual immorality, violation of the rules regarding the selling/using drugs, stealing, alcohol use, smoking, fighting, cheating, marked insubordination, disobedience, or disrespect to a faculty/staff member or volunteer.

**L. Teacher procedure for dealing with major offenses:**

1. For a single major offense, in or out of the classroom, the instructor should send the student to the main office after communicating with the receptionist via the emergency button. Students are not to be sent out of the classroom to stand in the corridors or to wander about.
2. The designated assistant principal will meet with the student involved in the major offense immediately.

### **3.6 Emergencies, Safety and Security**

---

**ACCIDENTS**

- A. The school employee present should survey the injury, check for excessive bleeding or impairment of respiration, and, if either is noted, take appropriate first aid measures.
- B. The school employee present should notify the attendance officer of the name of the injured student, the apparent type of injury, and the emergency first aid administered. The attendance officer or assistant principal will telephone the Hayward paramedic emergency number 911 when necessary.
- C. The attendance officer or assistant principal will notify the parent(s) to explain the apparent injury and the action to be taken.
- D. Unless the parent(s) is/are present, the assistant principal or the attendance officer (or some other responsible person) should follow the ambulance to the hospital and stay with the student until the parent(s) arrives. The designated person will bring the emergency medical card of the student to the hospital; this card is kept in the student's file in the attendance office.
- E. The school employee present must complete an accident report as soon after the accident or injury as possible. The accident report is to be brought to the attendance office within twenty-four (24) hours.
- F. If the attendance office is closed, the main office should be informed of the injury as soon as possible.

N.B. In the event a student is injured during an after-school activity, the person in charge will assume responsibility for following the procedure outlined above. (E)



## FIRST AID PROCEDURES

The following are procedures that are to be followed when administering first aid to any student or adult.

- A. Wash your hands before administering first aid. Keep your hands away from your mouth and face while working.
- B. Wear disposable gloves\* when handling any blood or bodily fluids. Avoid direct hand contact with blood.
- C. It is recommended that if your clothing is likely to come into contact with blood, wear a gown\*, lab coat, or smock.
- D. Use plastic bags\* to dispose of soiled tissues, towels, band aids, or gloves. Close and secure the bag tightly.
- E. At the end of administering first aid, wash your hands.
- F. Soiled surfaces should be promptly cleaned with a disinfectant such as household bleach (dilute one part bleach to ten parts water). Mops should also be rinsed with disinfectant. A bottle of bleach will be available in the places delineated below.
- G. Masks\* must be worn when administering CPR to any individual.

\* Disposable gloves, masks, plastic garbage bags, and bleach will be available in the attendance office, athletic department office, both locker rooms, and in the science lab. Each classroom will have a basic first aid kit and disposable gloves for use in the event of an emergency.

## EVACUATION PROCEDURES

When the evacuation tone sounds (a series of short rings), all students are under the direct supervision of their individual teachers and are to report to their evacuation assembly area. SILENCE is to be maintained at all times in case of necessity of giving oral emergency orders or directions. If students are assembled in areas other than a classroom (eg. cafeteria, auditorium, or gym), students should automatically become silent and listen for directions from the faculty or staff member in charge in that location then proceed as directed. Students will report to their homeroom assembly area during any evacuation.

- A. Everyone is to participate in all evacuation drills—students, faculty, office staff, cafeteria workers, custodial maintenance, visitors, etc.
- B. Teachers will lead students out of the building to the evacuation assembly area.
- C. Students are to move immediately, silently, and briskly to their evacuation drill assembly areas. Purses and backpacks may be carried out on the drill.
- D. Students in labs are to turn off or disconnect all equipment at the sound of the tone and then leave immediately for the evacuation assembly area.
- E. Each teacher is to take their emergency packet and first aid supplies to the assembly area. Roll will be taken immediately. The name

of any missing student should be reported immediately, in writing, to an administrator stationed in the assembly area.

- F. Faculty, staff and students are to remain in their drill assembly areas until given other instructions or the “All Clear”; this is a signal to return to the classroom. Students and teachers are to return to the classroom immediately.
- G. In case of a blocked exit, teachers assigned to that particular area are to instruct the students to make use of the nearest available alternative exit.
- H. Should the alarm sound between periods or at break or lunch, students, faculty and staff evacuate and line up as for homeroom period. If teachers are not in their room, they should immediately proceed to the assembly area.

**NOTE:** During practice drills, the fire department representative may block an exit in order to observe how effectively teachers redirect students into a secondary plan. Even in practice conditions, the teachers must be alert to the possibility of a blocked exit.

- I. Staff assignments:
  - 1. Teachers should appoint a student to turn out the lights and to close classroom windows and doors.
  - 2. Office staff, cafeteria workers, and custodians are to make certain that all doors are closed in their respective areas of the building.
  - 3. Faculty and staff on breaks during an actual evacuation should report to the field end zone for assignments.

## **EARTHQUAKES**

- A. During an earthquake school employees should act as follows:
  - 1. Remain calm.
  - 2. Contain the students.
  - 3. Direct students to take cover (duck, cover, hold).
  - 4. Wait for further instructions from the principal or designated administrator.
  - 5. Watch for falling objects.
  - 6. Do not leave the area until exits and passages (including elevator) are determined to be safe and you are instructed to do so.
- B. After an earthquake:
  - 1. Remain calm.
  - 2. Check for injuries. If a major injury occurs in the classroom the teacher should use the PA emergency call button or have a student step out into the hall and call the nearest administrator for help. Do not attempt to move seriously injured persons. Panic-stricken persons should be reported and

assisted. Do not leave students unsupervised and unattended under any conditions.

3. Report what may appear to be structural damage to the administrator assigned to your area.
  4. If necessary, shut off any gas/electricity within your area of responsibility.
  5. If necessary, because of severe damage or fire, the building must be evacuated with extreme caution and speed according to regularly established evacuation procedures.
  6. Where applicable, immediately clean up spilled materials and other potentially harmful materials.
  7. Be prepared for additional “after shocks.”
  8. Wait for further instructions relative to:
    - a. Evacuation of the buildings/grounds (evacuate only on the tone, PA instructions or as directed by an administrator).
    - b. Use of utilities (electricity, gas, water, telephone);
    - c. Sending students home;
    - d. The resumption of “business as usual;”
    - e. Security and safety of all students and personnel.
- C. Communications: Every attempt will be made by the administration to keep the faculty and students fully informed and directed, whatever the emergency or the situation.
- D. All employees must cooperate with police, fire-fighters, civil defense, and/or relief organizations which arrive on campus. The principal is responsible for decisions affecting the safety and welfare of the students and physical plant.
- E. Following an emergency, all faculty and staff may be required to remain on campus for the duration of the emergency period. Release of any faculty/staff member will be cleared through the principal.
- F. The Shelter in Place signal will only be used in the event there is a potentially dangerous situation on campus. The goal of the signal is for all members of the school community to make themselves as invisible and quiet as possible. Any staff may signal for a schoolwide Shelter in Place with the understanding that the first step is to call 911. The following procedures will be observed during such an event.
- 1) The person who is aware of the situation calls 911 and makes every effort to notify a school administrator.

- 2) The signal Shelter in Place is given via the public announcement (PA) system to the school community. The PA may be accessed in either the office adjacent to the attendance office, the assistant principal's office on the second floor or the 3rd floor AV office. Press #0 to make the announcement to all areas of the school. EVERYONE on campus is expected to respect this signal and act appropriately and according to instructions.
- 3) After the signal is given the following steps should be taken:
  - a) While the students take cover either under the desks or against walls the teacher will lock all classroom doors (without stepping outside the class door if possible), turn off lights, close windows and make sure students are situated properly.
  - b) It is crucial that absolute silence be maintained to both enhance invisibility and to hear any instructions given by police or school officials.
  - c) School personnel not in classrooms should follow these same guidelines within their areas.
  - d) No one should move outside the building unless told to do so by police.
  - e) When the situation has been contained the faculty and staff will be told *in person*, by school administrators, that they may now move.

## 4.1 Philosophy of Grading

---

Grades are the official means by which a teacher evaluates a student's achievement. The student's progress and effort are taken into consideration. Although "percentage grades" and point systems are objective, the teacher's judgment is used in selecting the materials upon which the percentages and point systems are based. These premises will be kept in mind when assigning a grade and when discussing a grade with the student and/or student's parents. Grades will be fair and honest evaluations of a student's academic achievement.

## 4.2 Reporting

---

Teachers are required to complete all grades on or before the specific deadline. There are no extensions of these deadlines. Grading procedures and deadlines will be announced by the office of instruction for each quarter of the academic year.

All teachers must update their grades on PowerSchool a minimum of once every three weeks.

## 4.3 Scholarship Grades

---

Passing grades in order of their priority are A, B, C, and D. A failure is indicated by the letter F. Grades C and D are acceptable for high school graduation. Grade reports are mailed to parents at the end of each quarter and semester.

Grade **A** reflects outstanding achievement. This is interpreted to mean the student consistently does excellent work, learns rapidly, shows creativity, and assumes leadership in learning activities.

Grade **B** shows above average achievement. This is interpreted to mean the student demonstrates an above average interest and initiative and displays some leadership in learning achievement.

Grade **C** points to average achievement. This is interpreted to mean the student does assigned work, shows average interest and initiative and takes some part in classroom activities.

Grade **D** indicates minimum achievement or below average work. This is interpreted to mean the student usually does not complete all assigned work, learns slowly, shows some interest and initiative, but often may be passive and somewhat inattentive in classroom activities.

Grade **F** means unsatisfactory achievement or failing work. This is interpreted to mean the student does not complete minimum requirements, and does not participate in classroom activities. It is to be noted that any student receiving a failing grade (F) for a semester in a required subject needed either for promotion or graduation must repeat that semester's work satisfactorily in an approved course.

Symbols of **+** or **-** are used with quarter and semester grades. In addition to quarter grades, the final semester grade will appear on the semester report card. Grading procedures and deadlines *will be announced* by the office of instruction each quarter of the academic year.

## 4.4 Teacher Grading Systems

---

The school's policy is that each teacher constructs a grading system for his/her classes according to the preceding information and letter grade interpretations, and the following principles:

- A. Grades of A and B indicate a recommendation for college.
- B. D grades give credit for high school graduation only. Must be repeated for college.
- C. F grades in required subjects must be made up.
- D. Grading policies should be formed according to the subject matter, program level, ability of the students, and department policies.
- E. Grades should indicate academic achievement and effort. The comment system is to be used in evaluating a student's behavior and effort.

## 4.5 Teacher Grading Scale

---

The school's policy is that the teacher grading scales be based on the following percentages:

90-100 A  
80- 89 B  
70- 79 C  
60- 69 D  
below 60 F

## 4.6 Grade Point Average

---

Grade point average, GPA, is determined by giving to letter grades a numerical value:

A = 4.000  
A- = 3.667  
B+ = 3.333  
B = 3.000  
B- = 2.667  
C+ = 2.333  
C = 2.000  
C- = 1.667  
D+ = 1.333  
D = 1.000  
D- = 0.667  
F = 0.000

Honors and AP courses are given an additional point for an A, B, or C grade. The number assigned to the grade is multiplied by the number of credits for that course. These numbers are added together and divided by the number of credits attempted.

## 4.7 Semester Grades

---

The semester grade is the only mark that is entered on the student's official academic record. This grade should accurately reflect the student's semester work. The method of assigning this grade will be dictated by department policy while keeping within the overall grading norms of the school.

Teachers may amend a student's semester grade up to two weeks after the end of the semester directly with the Registrar. After that period, all teacher requests to change semester grade must be forwarded to the Assistant Principal of Instruction.

A grade of I (Incomplete) may not be given at the conclusion of the Spring semester in May. Students may not carry an Incomplete past May of any academic year; all Incomplete grades must be cleared by the student and teacher at the end of each academic year.

## 4.8 Semester F Grades

---

- A. A student who receives a semester **F** in a class specifically required by state law must repeat that specific class in order to fulfill graduation requirements.
- B. A student who receives a semester **F** in any other subject area when a specific number of units is required for graduation must make up the unit requirement in one of the following ways:
  - 1. Repeating the specific class at MCHS in summer school.
  - 2. Passing a semester class in the same subject area in lieu of an elective at Moreau Catholic.
  - 3. Passing a class in the same subject area in a high school summer school.
  - 4. Completing a class in the same subject area at a junior college or adult school (concurrent enrollment for student 16 years or older) or;
  - 5. Completing an independent study project in the same subject area with administrative approval and under the direction of the chairperson of the specific department (applies primarily to the theology department).

## 4.9 Progress Reports

---

- A. Progress reports must be given for a grade of D or F, and are strongly recommended for a grade C-. Copies of progress reports are filed in the student's academic folder.
- B. No student may receive an F grade without receiving a progress report or without written parent notification prior to grade reporting.
- C. Teachers will update grades on the student information system a minimum of every three weeks, and have grades finalized on the dates provided by the office of instruction.
- D. Teachers will make note of the progress report in their PowerSchool.
- E. Progress reports are mailed to parents, a confirmation email is sent to the student's counselor for follow-up, and a copy filed in the office of instruction.
- F. Teachers are required to update grades every three weeks. The school will send out reports to parents mid-way through each Quarter (progress reports), and at the end of each grading period.



## **5.1 Student Records and Files**

---

School personnel must request student records through the office of instruction and/or one of the school counselors for information/data necessary to complete recommendation forms and job referrals, or for test profiles and documented academic performances.

## **5.2 Referrals**

---

A. Referral to a counselor should be made when a student exhibits:

1. an unusual amount of aggressive behavior;
2. a distinct change in attitude, level of interest, care in personal appearance, personality, level of energy;
3. a constant record of under-achievement;
4. a constant unwillingness to participate in the normal activities of the group;
5. that his/her aspirations are not in accord with his/her abilities; and/or
6. indecision with regard to his/her career goals and/or academic future.

B. Referral to the academic advisor should be made when a student shows:

1. a wish to change his/her academic program, and/or
2. an incompatibility with a particular course.

C. Referral to an assistant principal should be made when a student shows:

1. habitual misbehavior in the classroom or at school;
2. unwillingness to cooperate with the regulations as evidenced by a serious breaking of rules; and/or
3. a distinct change in attitude, level of interest, care in personal appearance, personality, level of energy.

## 5.3 Reporting Child Abuse

---

You should report suspected child abuse immediately or as soon as is practically possible by telephone. You must prepare and send a written follow-up report within 36 hours of receiving the information concerning the incident.

### **Child Protective Services**

(510) 259-1800  
24100 Amador  
Hayward, CA 94544

MCHS School Resource Officer: Contact an Assistant Principal.

### **Reporting Child Abuse**

- A. All employees hired after January 1, 1985 must acknowledge familiarity with penal code section 111666 and willingness to comply by signed statement.
- B. Referrals for child-abuse cases: If an employee of a school has reason to suspect that a student has been the victim of abuse (physical, sexual, or emotional), state law mandates that a written report must be filed with either the police department or a related social agency within thirty-six (36) hours. As of January 1, 1998, penal code section 261.5 (d) unlawful sexual intercourse with a child under the age of sixteen (16) years when the perpetrator is over the age of 21 years was added to the class of sexual assault crimes specified in penal code section 11165.1 that required reporting. All employees must adhere to the following procedure:
  1. The employee has the responsibility to make the referral to the proper agency immediately. Contact the student's counselor for assistance in the reporting process.
  2. The suspected abuse case should also be reported to the assistant principal.
  3. The child shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the school, including any certified or classified employee or volunteer aide, to be present at the interview. A representative of the child protective agency shall inform the child of that right prior to the interview. The member of the staff so present shall not participate in the interview.
  4. An administrator must be informed prior to any outside agency coming on campus and also prior to any student being removed from the building.

### **FAQ's**

#### **1. Ok, so now what do I do?**

When you suspect child abuse, you should prepare to call CPS as soon as possible—don't delay. You should be prepared to give the intake person pertinent information about the student: This includes name, address, siblings & parent information. You should also be prepared to write a description of what it is you suspect and what you heard the student describe.

## **2. Can I ask for help on this?**

YES, THE COUNSELORS WILL ASSIST YOU. We can get the demographic information for you, give you a private space to call (like our office), and provide support for you while you're making the call. HOWEVER—IT IS YOUR RESPONSIBILITY TO CALL AS SOON AS POSSIBLE.

## **3. What if I'm not sure? Maybe it's not reportable?**

CALL CPS. Consult with them. Let the intake worker tell you what to do. We can help you, but if you suspect child abuse YOU MUST CALL and complete a written report within 36 hours.

## **4. Written report, what's that?**

When you call CPS you must follow up with a written report. The form can be found at this address: <http://ag.ca.gov/childabuse/forms.php#doj>. The form can also be found in the Group R folder. Make a copy of the report for your personal records.

## **5. What happens after I hang up?**

Your report becomes the responsibility of Child Protective Services. This means they may investigate immediately. It may mean they call the Police in the city where the student resides and ask them to investigate. They may ask the Police or a Social Worker to interview the student at MCHS. It may mean they keep the record on file and postpone any further action until further information (or another report) is received.

## **6. Can I follow up?**

Yes. When you make a report the intake investigator should give you their name and phone number. You can call them and ask for the disposition of the case.

## **6. Is this stuff confidential? Can I tell anyone?**

YES, it is confidential. You can tell anyone you want, but after a nanosecond of reflection it should be apparent that privacy is really important in these situations. WE ASK YOU to contact the student's counselor and/or Assistant Principal--it helps us prepare in case a social worker or police officer comes to interview the student. In these matters, privacy and confidentiality is very important.

## 5.4 Other Referrals to Outside Agencies

---

If a situation arises which indicates professional help should be sought for a student, the employee should refer the case to the counseling department or assistant principal.

## 5.5 Student Leaves of Absence

---

When, for emotional and/or physical reasons, a student's health and well-being may necessitate a leave of absence, the school will determine the necessity and duration of the leave in conjunction with all those involved.

Such circumstances will be reviewed on an individual basis to ensure the welfare of the student. The assistant principals will consult with the principal on all such issues. The decision to grant the leave of absence will be at the discretion of the principal.

If a situation arises which indicates professional help should be sought for a student, the employee should refer the case to the counseling department or assistant principal.

## 5.6 AIDS

---

Moreau Catholic High School policy regarding the students, faculty, staff, and/or volunteers who have been diagnosed as infected with the agent causing acquired immunodeficiency syndrome (AIDS), or who have been judged to be AIDS disease-related positive through medical tests, is as follows and follows diocesan guidelines:

Continued service will be dependent on a team review (person diagnosed with AIDS, physician, public health consultant, and school administrator) conducted by the superintendent to arrive at a plan considering aspects of continued participation, employment and contractual arrangements as applicable. In each case, risks and benefits to both the person and others in the setting should be weighed. The confidentiality of the patient will be respected without endangering the public good.

***Campus Ministry, Athletics, Student Activities*****6.1 Rationale**

---

**STATEMENT ON STUDENT ACTIVITIES**

In the spirit of information, formation and transformation the student activities program of Moreau Catholic High School is based on the principles stated in the school philosophy utilizing the involvement and commitment of young people in significant learning experiences designed to develop citizens, scholars, leaders, and humanitarians.

Active membership in a society is called citizenship; fostering or encouraging that citizenship is one of the functions of the student activities program. Student activities at Moreau Catholic promote the values of a democratic society which include educational experiences designed to lead students to competence as adult citizens.

The student activities program plays an active part in most aspects of the school and concerns itself chiefly with the central purpose of the school: teaching and learning. The program is rooted in the belief that learning is most effective when the learner is actively involved. The student council, as the organization most representative of the Moreau Catholic community of learners, is vitally and significantly concerned with curriculum and instruction.

The student activities program recognizes that leadership is possession, development, and exercise of qualities, behaviors, and skills which enhance the ability of students to influence, organize, and motivate others toward the realization of mutually-selected goals. It is further recognized that leadership behavior in a democratic society should be based on moral and political values which are the foundation of our democracy. This includes the worth of the individual, cooperation among peers, truth, credibility, moral responsibility, individual/social justice, the pursuits of goals not infringing on the rights of others, and application of reason as a better means for the resolution of problems.

The human relations aspect develops both the social and service components of the activities program. Socially, students are challenged to become more active and involved persons who are open and creative — open to ideas, feelings, and new experiences and open to caring, trusting, dreaming, and questioning. Creatively, students are challenged to take reasonable risks in order to increase self-knowledge and the realization of untapped potential. The service component further recognizes that we are all brothers and sisters of one Father and responds to the needs expressed within our school community and throughout the world. To this extent, the program strives to enable students to look beyond themselves to those in need and to challenge them to respond accordingly.

## **STATEMENT ON ATHLETIC PROGRAMS**

Moreau Catholic High School offers a wide variety of sports under the auspices of the athletic department. The department is administered from the point of view that participation in athletics at Moreau Catholic High School is not only an opportunity but a privilege. Students wishing to participate in the athletic program must be willing to dedicate themselves in such a manner as to reflect the values of the program and the school.

For those who elect to participate, interscholastic athletic programs at Moreau Catholic High School are part of a process to educate the total person. The specific purposes of the program fall in two (2) major areas:

- A. Purposes relating to the participants: these include opportunities for developing a Christian attitude toward healthy competition, good sportsmanship, leadership, and respect in dealing with opponents, officials, and associates. The program strives to teach and develop personal character traits such as self-control, objective analysis of one's abilities, ability to cope with competitive situations, discipline, integrity, courage, physical fitness, and sound health habits. The program further stresses the concept of the student-athlete in terms of placing the proper emphasis on the relationship of athletics in a high school environment.
- B. Purposes relating to the Moreau Catholic High School campus and general school community: these include opportunities for furthering an atmosphere of unity and spirit stemming from the school's overall athletic endeavors; motivating wider sports' participation within the Moreau Catholic community by providing opportunities for successful (individual/team) performances in an organized setting as well as for opportunities for expanded recreational interests, whether as a student or an adult; to sensitize the campus/general school community in the social values of athletics/sports; and to further integrate the program aims throughout the curricular and co-curricular activities of day-to-day campus life.

## **STATEMENT ON CAMPUS MINISTRY**

The campus ministry program at Moreau Catholic High School strives to create authentic experiences in Christian community among/for students, faculty, and staff. A broader dimension of the program focuses on the general (extended) school community of parents, alumni, and friends of Moreau Catholic.

The program is a complex of liturgical, pastoral, educational, and prophetic services that give witness to the gospel message to all persons associated directly or indirectly with the school. Operationally, the program is administered in such a way as to make real, through the lives of the community, what is signified through the educational process of a Catholic school: a vibrant, effective, and communitarian experience of church and Jesus Christ. The program enables an environment for members of the school community to take seriously the mandate to "be Christ" to the community it serves; it does this by integrating the school's apostolic mission with the various ministries of the diocese and local, civic activities and the Christian/community service program.

The campus ministry program and the theology department at Moreau Catholic High School are not structurally nor organizationally accountable to the same evaluative processes, but the two share the same goals and priorities mandated in the school's mission statement. The board of directors and administration of Moreau Catholic High School believe that the primary difference between Moreau Catholic and other schools is the quality of the combined/collective efforts of all school personnel leading to the attainment of the religious/faith goals in the school's mission statement.

Participation in some form of cocurricular activity plays an important role in the education of a Moreau Catholic student, providing experiences that meet his/her immediate social and physical needs as a maturing individual, and developing ideals, skills and attitudes necessary for success as an adult.

The goals associated with the cocurricular and student activity programs are to:

- A. Provide the student with opportunities for self-esteem, acceptance, and the values gained through working with and through a group and/or team.
- B. Provide opportunities for exploration in areas of human activity outside the classroom.
- C. Promote friendly relations within the student body among students, faculty, and staff.
- D. Develop responsible leaders within the student body.
- E. Develop mental, physical, and spiritual aptitudes not directly promoted by the academic program.
- F. Develop school spirit, pride, and community.

## 6.2 Promotion

---

Faculty and staff actively encourage students to participate in the school's co-curricular programs.

## 6.3 Policies

---

- A. All meetings and activities involving students must be under the immediate and direct supervision of the coach or moderator at all times.
- B. Permission for an off-campus activity or meeting (other than for regularly scheduled programs) must be obtained in advance from the appropriate administrator.
- C. No team, organization, or club funds are to remain in the custody of any student or moderator/coach.
- D. All school organizations will strictly observe school policies regarding supervision of all school-sponsored activities and meetings. Secret societies are strictly forbidden.
- E. All athletic teams and other school-sponsored programs/activities must travel by school-authorized transportation. Overnight events will be sponsored by the school only if there are at least one faculty member and one authorized adult per each twenty-five (25) students. Foreign travel vacation trips involving school personnel and students are authorized by the principal only. It should be understood that Moreau Catholic High School will not assume responsibility or liability for students and school personnel involved in such vacation trips. All students involved in any cocurricular activity must have a permission to participate form and a copy of their appropriate medical emergency form on file with the supervisor of the activity.

- F. Membership lists and constitutions for all school-sponsored (club) activities must be given to the student council and the assistant principal: campus life at the beginning of the year. Revisions of these rosters and lists are to be prepared as required.
- G. Moderators are directly responsible to the assistant principal with responsibility for campus life. Coaches are directly responsible to the athletic director. All teams, organizations, and groups shall conduct their activities in a manner that is representative of Moreau Catholic High School and its mission statement.
- H. Parents should be encouraged to participate in the sponsoring and operation of school-related activities.
- I. The activities of all teams, programs, organizations, and clubs (aside from athletic practices) are to be listed on the school calendar by day, date, and time. Permission to miss class time must be obtained from the assistant principals in accordance with other school policies.
- J. Permission to use school facilities is to be obtained from the director of site services in conjunction with the principal and/or president.

Facilities under the responsibility of the athletic director or the Visual and Performing Arts department chair must have his/her approval. All requests must include the approval of the director of site services and the principal.
- K. All activities of a cocurricular nature are to be scheduled on the school calendar one year in advance of the event, if possible. The assistant principal for campus life is delegated the task of placing all activity requests on the school calendar on first-come, first-served basis.
- L. This assistant principal and the director of athletics formulate specific guidelines and/or rules for school personnel associated with cocurricular programs. Unless superseded by the norms of this personnel guide, such guidelines and/or rules are to be followed



**7.1 GENERAL POLICIES**

---

Teachers are employed to teach; to render professional services to the school, their colleagues, and to students and their parents. Teachers also uphold the philosophy and mission of Moreau Catholic High School.

**EMPLOYEE  
ABSENCE AND  
TEACHER  
SUBSTITUTION  
PROCEDURES**

Faculty and staff are to notify the office of the principal of any intended absence as follows:

- A. From 3:30 p.m. the preceding evening to 7:30 AM each morning a recorded message of an intended absence may be left by calling 510.881.4310. When reporting an intended absence via the recorder, please use the following format:
  - a. give name and date of absence
  - b. give reason for absence
  - c. give course, period(s) and room number
  - d. give lesson plan(s) (please be clear and precise).
- B. Between 7:30 and 7:45 AM on the day of intended absence call 510.881.4310 to speak with principal's administrative assistant.
- C. All advance requests for any absence(s) are to be processed by completing a request for advance absence/leave and submitting the completed form to the principal's office.

**TEACHER  
SUBSTITUTION**

A teacher who is absent for one or more teaching periods is responsible for notifying the office of the principal according to the following procedures:

1. Submit by telephone/recorder, the lesson plan for each class you will be absent from. Lesson plans should be clear and precise allowing students to work independently throughout the entire class period;
2. Provide complete, updated seating charts. A folder is to be maintained in the teacher's desk at all times with updated charts. This is mandatory for reporting accurate attendance. A copy of all seating charts should be on file in the office of the principal's secretary.
3. An emergency substitution lesson plan will be on file in the principal's office at all times for all classes.

**SUBSTITUTE  
TEACHER'S  
RESPONSIBILITIES**

- A. Be available to the office of the principal's assistant prior to 7:45 AM. This also applies to teachers who have no first period class.
- B. Take attendance.
- C. Follow lesson plans, collect written assignments, and/or leave assignments in the teacher's box as noted.
- D. Refer discipline or lesson plan problems to the teacher, department chair, and/or the office of instruction.

## **SUBSTITUTION POLICY**

- A. Daily substitution:
  - 1. all certificated staff are required by contract to substitute six 85-minute periods without remuneration per year; a stipend will be earned for substitution duties beyond the required number.
  - 2. all certificated staff will be assigned on a rotational basis according to availability by the principal's assistant.
- B. Substitution for advance notice absences
  - 1. teachers should arrange for their own substitution, using a member of their academic department, and advise the principal's assistant of the substitute on the lesson plan form.
  - 2. substitution for long-term absences will be arranged after consultation by the Assistant Principal for Instruction and the appropriate department chair.
- C. All teachers who do not teach the first period of the day are to be available for substitution assignments by 7:45 AM. All first period teachers of the day without a class must sign in at the principal's office by 7:45 AM.
- D. All certificated personnel are on call for substitutions when needed; those who wish to volunteer as substitutes after having fulfilled their required minimum should sign up with the principal's assistant. Volunteers will be given first priority and will be paid a stipend for each substitution.
- E. Employees absent for jury duty will submit any remuneration received to the school's substitute salaries account that exceeds any incurred expenses (parking, meals, etc.)
- F. When earned, substitution pay will be paid on the 15th of the following month. Administrators are not paid for substitution.
- G. Whenever possible, teachers with perfecting I duties will not be asked to substitute on the day they are scheduled to prefect.
- H. Teachers who substitute for 6th or 8th periods are required to cover SSR and homeroom.

## **TEACHING CREDENTIAL AND OTHER CERTIFICATION**

All eligible faculty members employed by Moreau Catholic High School shall hold a valid (California) teaching credential or be actively engaged in seeking satisfactory completion of this requirement within a reasonable time. All holders of the valid (California) teaching credential shall renew their credential prior to the expiration date and satisfy renewal conditions. Updated academic records are to remain current in employees' files. It is the obligation of each faculty member to forward these records to the principal's office.

## **PROFESSIONAL DEVELOPMENT**

Professional development is defined as the ongoing commitment by all professional staff to improve the quality of teaching and student learning. Teachers and administrators are actively encouraged to subscribe to professional journals, take advanced courses, collaborate with colleagues, visit other school sites, and attend workshops. Educators are expected to model a commitment to lifelong learning and to use teaching strategies that nurture dignity, equity, and a respect for cultural and religious diversity. Through ongoing professional development, educators are encouraged to pioneer trends in educational methodologies and technology, which ensure academic and cocurricular opportunities for students' life needs. In addition, teachers (in collaboration with their department chairs and administrative supervisors) will develop and implement individual professional goals as well as work towards adopted institutional goals.

- A. Each faculty member is required to complete a Professional Development Plan (PDP) at the beginning of each school year. This Plan is to be given to the Assistant Principal of Instruction, the department chairperson, and the teacher's assigned administrative supervisor. At the beginning of the year, the assigned administrative supervisor will hold a meeting with each faculty member to review the PDP to determine its appropriateness for that particular teacher. At the end of the year, another meeting between the administrative supervisor and the teacher will take place to determine the progress that was achieved in the PDP. It is the expectation of the school that each teacher will create a PDP with achievable, measurable goals; each teacher will be held accountable for their PDP at the end of each year.
- B. Upon completion of a professional development activity, faculty members will share their experience with their departments and other colleagues, as appropriate. Teachers may apply for funds from the principal dependent on availability; however, priority will be given to faculty members who attend professional workshops as members of a team. Requests for release time for these activities should be made at least two weeks in advance with the approval of the department chairperson and the principal.
- C. Professional enrichment units that will affect salary placement will be the financial responsibility of the individual faculty member and may not be covered by staff development budgets.
- D. Teachers anticipating summer studies that will enhance their career placement and salary scales shall inform the principal of their anticipated studies by May 31.

## **TEACHER SUPERVISION**

This process is intended for all teachers with more than three years of teaching experience at Moreau Catholic High School who are performing satisfactorily in their teaching duties. It is a process aimed at assisting the teacher in improving student learning through professional growth.

Teachers must complete a Professional Development Plan (PDP) at the start of each year. The PDP shall detail the following:

- The type of professional development activity to be undertaken
- If appropriate, the members of the staff with whom the teacher will collaborate to achieve the goals in the PDP
- The expected outcomes of the professional development activity
- An explanation of how the professional development activity will increase student achievement

After completion of the PDP, the teacher will meet with their assigned administrative supervisor at the beginning of the school year to review the Plan. At the end of the school year, another meeting will be held between the teacher and their assigned administrative supervisor to review the PDP and assess the teacher's completion of the stated goals.

Additionally, the department chair and one or more of the assistant principals may conduct both informal drop-in observations throughout the year or may request a formal observation with teachers, as needed.

#### **THE ROLE OF ADMINISTRATION and DEPARTMENT CHAIRS IN TEACHER SUPERVISION**

- A. The administrators who are responsible for teacher supervision are the principal, the assistant principals, and any administrator designated by the principal.
- B. The role of the principal will be to oversee the supervision and classroom teaching of the faculty as a whole. During the year, the principal will conduct regular, informal observations of the teaching staff.
- C. Each of the assistant principals will assume responsibility for supervision of approximately one third of the teaching staff. Administrators will conduct drop-in, informal observations of the teachers assigned. Additionally, a formal observation cycle (pre-conference, observation, post-conference) may be conducted as needed.
- D. Each department chairperson will conduct regular, informal observations of the teachers in the department. Additionally, a formal observation cycle (pre-

#### **NEW TEACHER SUPERVISION**

This process is intended for those teachers who are in their first through third full years of teaching at Moreau Catholic High School as a means to provide frequent feedback to the teacher in several areas related to his/her instructional responsibilities.

- A. Each new teacher will be supervised by the Assistant Principal of Instruction and the department chairperson.
- B. Each new teacher will experience at least two observation cycles per semester, one each from the Assistant Principal of Instruction and the department chairperson. During the post-conference, the supervisor will discuss the strengths and the areas of needed improvement. For each area of needed improvement, a plan for improvement will be discussed.

conference, observation, post-conference) may be conducted as needed.

- C. Teachers in their first year of teaching at Moreau Catholic will not be expected to complete a Professional Development Plan (PDP). Teachers will be required to complete a Professional Development Plan (PDP) at the beginning of their second year of teaching.

## **INTENSIVE ASSISTANCE**

In some instances, a teacher may have significant difficulties in the performance of his/her teaching duties, and efforts made to improve these areas may have been ineffective. In this case, a teacher may be placed under intensive assistance. In order to give the teacher adequate time to improve instruction to a satisfactory level, notification by the principal will occur if the teacher is in need of intensive assistance.

Intensive assistance is intended for the returning teacher and new teacher who has serious deficiencies in the performance of teaching duties and for whom goals made to correct them have consistently gone unmet.

The goal of the intensive assistance process is to improve in the areas of deficiency to a satisfactory level. However, since the teacher is in danger of a non-renewal of contract, the process is more formal and evaluative and progress toward the goals will be documented.

## **PROCESS**

- A. The teacher is notified in writing by the principal that he/she is placed on intensive assistance. The letter must detail the areas in which the teacher is not performing satisfactorily and specify the date of the improvement conference.
- B. The teacher meets with the principal, designated assistant principals and the department chairperson to devise an improvement plan. This plan includes the areas that must be improved, specific strategies to help the teacher improve, target dates for each area, and how each of the assistance team members will assist the teacher.
- C. Team members work with the teacher as outlined in the improvement plan. The teacher must be observed by one or more team members a minimum of once a week. Each observation must include post conferences. All observations by members of the administration are documented and placed in the teacher's file. The teacher meets monthly with the entire assistance team to assess progress made.
- D. If the teacher improves in each area to a satisfactory level, as assessed by the assistance team, within the given time period, the principal notifies the teacher that he/she has made satisfactory progress and is no longer on intensive assistance. The teacher returns to the supervision procedure for all teachers.
- E. If improvement is not satisfactory by the specified time, the teacher is notified that he/she is in danger of non-renewal of contract. The letter specifies each area of deficiency, specific improvements that must be made, and give a final date for improvement.
- F. The teacher is assisted in final improvement by the principal and assistant principals. All observations are documented and placed in the teacher's file.
- G. If there is still insufficient improvement by the final date, the teacher is notified by the principal that he/she will not receive a contract. Procedures for dismissal or non-renewal must still follow guidelines specified in the personnel guide under Section 8.7: dismissal procedures.

**ANNOUNCEMENTS**

All school bulletin announcements are to be typed and signed by the appropriate staff member and submitted to the receptionist by 2:30 p.m. for the following day's bulletin. All special announcements made during the school day require the permission of the assistant principal, campus life.

**CALL A STUDENT  
FROM CLASS**

All faculty and staff are asked to be respectful of the need to call a student from class. To call a student from class all personnel may:

- A. Send a runner to the classroom with a pass marked **accordingly** or;
- B. If passes are pre-distributed, mark a time during a class period which gives the classroom teacher the option of sending or not sending the student (do not mark a time, such as the end of one period, when the time out of class is beyond the control of the next teacher);
- C. If a conference extends more than a few minutes into another period, the student should be sent to the new teacher for permission to return to the conference.

**CLASSROOM  
VISITATION BY  
PARENTS/  
NON-MCHS ADULTS**

Parents and other adults must obtain permission from the teacher before visiting/observing his/her class. The teacher will inform his/her department chairperson and the principal of the purpose and date of the visit. The teacher should provide the visitor with the lesson plan and appropriate materials for the day of visitation. On the day of the visit, the visitor first reports to the main office, arrives at the class before the class period begins, and is seated in the rear of the classroom (unless otherwise instructed by the teacher) in order to cause minimal disruption of classroom instructional time.

**POLICY ON  
COPYRIGHTED  
MATERIALS**

Copyrighted materials of any kind must not be duplicated without first receiving written permission from the copyright owner of such materials and /or complying with the guidelines of Moreau Catholic High School.

MCHS does not sanction the illegal duplication or unauthorized use of copyrighted materials. Faculty and staff who violate the school's copyright guidelines do so at their own risk. It is important to note that violation of copyright is a federal offense.

## **GUEST SPEAKERS**

Faculty members are encouraged to invite qualified persons to address their students to supplement and enrich their courses. The following procedure is to be followed:

- A. Two (2) weeks prior, the instructor must obtain the approval of the department chairperson.
- B. The department chairperson will submit a list of guest speaker (s) to the assistant principal for instruction. If there are no objections, the department chairperson will inform the instructor to issue the invitation to the guest speaker. The name of the speaker is to be left with the school's receptionist on the day of the visit.
- C. All guest speakers should be introduced to the principal, or in his/her absence, the designated assistant principal prior to being presented to the students in the classroom, if possible.

## **FIELD TRIPS**

Field trips sponsored by Moreau Catholic High School serve the purpose of enhancing the classroom curriculum. All participating students will submit a signed parental permission form that clearly states the education purpose of the activity and the day's schedule. The classroom teacher and an appropriate number of chaperones supervise trips. Please be aware that all school trips require a Moreau Catholic permission slip.

- A. Scheduling: No field trips may be scheduled during December prior to first semester final exams, or three weeks prior to the second semester final exams.
- B. Approval: Field trip requests must be reviewed by the department chairperson and submitted to the assistant principal, instruction, for approval three (3) weeks in advance of the field trip. The field trip application form is available online in the shared Group R resources, or from the Administrative Assistant for Instruction.

After approval, a field trip is to be scheduled with the assistant principal, instruction, for placement on the master calendar. For deadlines and procedures for transportation, permission slips, and notification of instruction office, attendance, assistant principals, and teachers, see the field trip application form.

- C. Students will use school-authorized transportation.
- D. At all times, students will be subject to the rules and expectations of the school pertaining to curricular and cocurricular activities.
- E. Since field-trips are an extension of the regular school program, strong caution must be paid to all issues involving supervision of students and accountability for their safety.
- F. Substitution assignments: Lesson plans for substitutes are submitted to the principal's office at least one (1) day prior to the field trip.

## **SELECTION OF INSTRUCTIONAL MATERIALS**

- A. Department chairpersons will submit requests to change textbooks and/or orders for instructional materials to the assistant principal charged with responsibility for instructional issues. Adopted textbooks and instructional materials will be used for at least three (3) years. The principal may arbitrate this policy in the best interest of the academic program.



- B. Instructors are not permitted to require students to purchase supplementary texts or other educational materials other than those authorized by the department chairperson and/or assistant principal.

## **CONTROVERSIAL ISSUES**

The procedure for dealing with controversial issues is as follows:

- A. The principal is informed immediately.
- B. The involved parties will confer on the issue.
- C. The relationship of the topic and/or materials will be evaluated on:
  - 1. The overall purpose;
  - 2. The relevance to the mission and goals of the school
  - 3. Timeliness;
  - 4. Permanent value; and
  - 5. The maturity and interest levels of the students involved.
- D. Respect, dignity and fairness will characterize the procedures.

To avoid excessive testing of students on any given day, the testing calendar in the third floor faculty workroom is to be observed by all teachers.

## **EXAMINATIONS**

- A. All tests and assignments, such as written papers, are to be **corrected and returned** to the students as quickly as possible.
- B. Periodic tests are to be given in order to evaluate student progress for progress reports.
- C. Midsemester test schedules are determined by the office of instruction.
- D. Teachers will give comprehensive semester final exams and submit a copy of the exam for each course to their department chairperson.
- E. Teachers are to keep an accurate record of all grades. This information is to be available to the administration or parents during a conference, when the need arises.
- F. Teachers who do not have a semester exam during a given period do not have to be on campus during that period, but are expected to be on call in case they are needed.

## **HOMEWORK WEB SITE**

Teachers are expected to maintain and update all grades and assignments on the MCHS Power School system a minimum of once every three weeks.

## **DEPARTMENTAL MEETINGS**

Chairpersons of each department will communicate with members the time, place, and agenda of the monthly department meetings. Chairpersons are responsible for E-mailing minutes of all department meetings to all members of academic council. All department members are required to attend these meetings. Department meetings are scheduled on the master calendar. Any digression from this schedule must be approved by the assistant principal: instruction.

### **Faculty/Staff Meetings**

All faculty and staff members are required to attend all faculty/staff meetings for the entire duration of the meeting unless prior arrangements are made with the employee's immediate supervisor; are to arrive on time; and are to be focused and engaged in the meeting and not otherwise preoccupied with schoolwork or electronic devices. Faculty/Staff meetings should not run past 4:00 PM. Teachers coordinating a cocurricular activity, sport or club should plan accordingly so that they can remain



at the meeting. Permission to miss a faculty/staff meeting must be granted by the Principal or immediate supervisor.

## 7.2 Use of School Vehicles

---

### TRANSPORTATION PLAN

#### A. Driver Eligibility Requirements

All drivers of school vehicles must meet appropriate licensing and insurance requirements prior to operating MCHS vehicles. It is each driver's responsibility to abide by all laws, rules, regulations, and policies in the Education Code Title 5, California Rules and Regulations Title 13, the Vehicle Code, and all MCHS policies.

#### B. Vehicle Use Requirements

1. Vans: occupancy load is restricted to an employee driver and seven (7) passengers. All van riders must use seat belts. Drivers need to fill out the appropriate line on the trip record sheet. Please make sure the van is clean and return keys ASAP. Any problems with the vans, should be reported immediately to the director of site services.
2. Buses: optimal passenger loads vary, and needs should be coordinated with the director of site services.

In addition to the bus driver, a teacher, coach, or moderator must accompany any group using a bus. The bus driver is in charge of all situations from boarding to unloading. Normally, the driver will ask the responsible Moreau employee to handle simple student discipline problems. Prior to departure, all passengers riding on a school bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. In addition, the adult employee or passengers seated in the front seats will receive further instructions regarding ignition, brakes, and other emergency equipment.

#### C. Student Guidelines

- Upon boarding the bus, students shall go quickly to their seat, sit facing the front with their back against the seatbacks and remain seated until their destination has been reached and the bus has come to a complete stop. The driver will indicate when it is safe to stand and depart.
- All body parts, possessions, etc. must remain totally inside the bus.
- All personal items must be stowed in our luggage bins or under seats. No item may block the aisles, exits, or windows.
- Constant conversation with the driver is discouraged. Student singing, shouting, or excessive noise are not allowed. At railroad crossings, the bus will stop and student silence is needed.
- If a student needs help or to talk to an adult on board, the adult will go to the student.

- In the event of vandalism or damage, individuals will be responsible for repair costs
- Please remove all belongings and make sure the bus is clean anytime you depart the bus.
- Upon returning to Moreau Catholic, each group must designate two persons to stay on board the bus and assist the bus driver in a final bus cleanliness check.
- All passengers are representatives of MCHS, therefore behavior contrary to school rules will not be tolerated.

## 7.3 Use of School Facilities

---

### STATEMENT ON FACILITY USE

Requests for facility use are considered and evaluated within the context of the Moreau Catholic High School mission statement.

The priority of Moreau Catholic High School facility use is the instructional and co-curricular needs of our students in cooperation with affiliated organizations such as parent auxiliaries, alumni, development, and foundation groups. Facilities are also available for educational, charitable, diocesan, parish, civic, and other individuals and organizations.

Non-Moreau Catholic groups must provide a certificate of insurance naming Moreau Catholic High School as an additional insured. Facility fees will be determined according to a fee schedule for each individual facility/activity area. All groups must complete a written facility request form and obtain all required approvals. Requests are processed through the office of the director of site services who will administer this policy in consultation with the principal and/or president. (*See appendix*)

### PROCEDURE FOR REQUEST OF JANITORIAL OR MAINTENANCE SERVICES

All requests for maintenance or janitorial services are to be made by use of the forms provided in the first floor workroom. Completed work-request forms are to be placed in the Site Services Director's box.

## **TECHNOLOGY GUIDELINES**

Electronic information resources are available to students and teachers at MCHS. These resources include access to the World Wide Web, Gopher, File Transfer sites and other Internet services. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Use of school electronic information resources is subject to the acceptable use policy and is restricted to educational, staff development and noncommercial purposes.

MCHS reserves the right to monitor and review the content of all messages sent to or from its E-mail system. Messages sent to or from MCHS E-mail addresses may be stored on the E-mail system which is for authorized use only. Users of this system have no explicit or implicit expectation of privacy.

All users of this system, all electronic mail, and all files on this system may be intercepted, monitored, recorded, copied, audited, inspected, and disclosed to authorized personnel. By using this system, the user consents to such intercepting, monitoring, recording, copying, auditing, inspecting, and disclosing to authorized personnel.

Unauthorized or improper use of this system may result in administrative disciplinary action and/or loss of access to this system.

When it is necessary for school personnel to access families/groups the direct approval of the president or principal, as appropriate, will be obtained.

Please remember the following:

1. Internet use supports employment or planned classroom activities and responsibilities. Faculty members are expected to respond to E-mail enquiries and to communicate with parents on issues of student progress.
2. Prohibited transmissions include but are not exclusive of:
  - materials in violation of federal and/or state law
  - copyrighted materials (including downloaded music)
  - violent or obscene materials
  - material promoting the use of controlled substances (alcohol, tobacco, etc.)
  - personal advertising
  - political lobbying
  - harassment or disparagement of others for any reason
3. Vandalism will result in cancellation of user privileges. Vandalism includes any malicious activity such as:
  - knowingly uploading, downloading or creating computer viruses
  - harming or destroying data of any other user
  - harming or destroying CSDO equipment, materials or data
4. User protections include the following items: users shall not:
  - read other users' electronic mail or files
  - interfere with other users' ability to send/receive electronic mail, read, delete, copy, modify, or forge others' electronic mail
5. Users shall report any security problems or misuse of the system to the Moreau Catholic High School Director of Technology.

## **SOCIAL MEDIA GUIDELINES**

Moreau Catholic High School recognizes the importance of social networking tools both when used as a curricular resource and as a part of a larger communication network that fosters lively discourse throughout the lives of our community members. These guidelines are meant to establish key principles, which will help define the educational and work related contexts of social media and blogging for the protection of our employees, students, and the Moreau Catholic High School community as a whole.

Interacting online with colleagues, students, alumni and other community members is no different than interacting with these individuals or groups face-to-face in that Moreau Catholic High School employees are expected to maintain the respect, dignity and professionalism that is consistent with our mission and Holy Cross values and act with concern for the safety and protection of children in all interactions.

With specific regard to social media, as a school employee, you must:

1. Understand that you are accountable for your postings and other electronic communications that are job related, particularly online activities conducted with a school email address, or while using school property, networks, or resources.
  - Recognize that social media activities may be visible to current, past and prospective students, parents, colleagues and community members;
  - serving as a role model and a representative of Moreau Catholic High School is a critical aspect of your work at the school; and
  - accordingly, you must exercise discretion when using social media (even for personal communications) when those communications can impact your role at the school.
2. Keep in mind that the uneven power dynamics of a school, in which adults have implied authority over current and former students, continues to shape those relationships after the end of the school day and year, and even after graduation. Employees must act in a manner that always respects and never exploits the power inherent in these relationships (*refer also to section 8.5 Relations with Students*).
  - In support of this goal, employees should not initiate or accept requests for connections on social media from current students (of any age) or former students under the age of 18.
  - Employees should use professional discretion when connecting with alumni 18 years of age and older on social media, recognizing that many former students have online connections with current students and that information shared with recent alumni is likely to be seen by current students as well.
  - Employees must use caution when establishing connections with parents of current or prospective students due to the inherent conflicts of interest that may ensue.
3. Balance your right of individual expression with the valid interest of Moreau Catholic High School in promoting and presenting our mission and Holy Cross values to the community at large.

Please be aware that Moreau Catholic High School considers discretion in social media activities to be a serious matter in protection of the school. Violation of this policy may lead to corrective action, up to and including termination of employment.

## **PASSWORD POLICY**

All employees and personnel that have access to school computer systems must adhere to the password policies defined below in order to protect the security of the network, protect data integrity, and protect computer systems.

This policy is designed to protect the organizational resources on the network by requiring strong passwords along with protection of these passwords, and establishing a minimum time between changes to passwords.

This policy applies to any and all personnel who have any form of computer account requiring a password on the school network including but not limited to a domain account and e-mail account.

### **GENERAL PASSWORD PROTECTION GUIDELINES**

1. Never write passwords down.
2. Never send a password through email.
3. Never include a password in a non-encrypted stored document.
4. Never tell anyone your password.
5. Never reveal your password over the telephone.
6. Never hint at the format of your password.
7. Never reveal or hint at your password on a form on the internet.
8. Never use the “Remember Password” feature of application programs such as Firefox, your email program, or any other program.
9. Report any suspicion of your password being broken to the IT department
10. Refer anyone who asks for your password, to the IT department.
11. Don’t use common acronyms as part of your password.
12. Don’t use common words or reverse spelling of words in part of your password.
13. Don’t use names of people or places as part of your password.
14. Don’t use part of your login name in your password.
15. Don’t use parts of numbers easily remembered such as phone numbers, social security numbers, or street addresses.
16. Be careful about letting someone see you type your password.

### **PASSWORD REQUIREMENTS**

The following password requirements will be set by the IT department:

1. Minimum Length - 8 characters
2. Maximum Length – 25 characters
3. Minimum complexity - No dictionary words. Passwords should use three of four of the following four types of characters:
  1. Lowercase
  2. Uppercase
  3. Numbers
  4. Special characters such as: !@#\$\$%^&\*(){}[]
4. Passwords are case sensitive and the user name or login ID is not case sensitive.
5. Password Age: 90 days. Every 90 days, the Moreau Catholic High School servers will prompt you to change your password
6. Password history – The Moreau Catholic High School servers will require at least 12 unique passwords before an old password may be reused.
7. Store passwords using reversible encryption - This should not be done without special authorization by the IT department since it would reduce the security of the user’s password.
8. Account lockout threshold - 5 failed login attempts
9. Password protected screen savers should be enabled and should protect

the computer within 5 minutes of user inactivity. Computers should not be unattended with the user logged on and no password protected screen saver active. Users should be in the habit of not leaving their computers unlocked.

#### Tips for Choosing a Secure Password

- Embed a word or part of a word within another.
- Misspell a word deliberately especially if you use a word for part of your password.
- Interleave two or more words.
- Use a phrase that is personal to you and use the first, second, or third character in each word in each phrase. Or use a numerical representation for some of the words in the phrase.

### **ENFORCEMENT**

Since password security is critical to the security of the organization and everyone, employees that do not adhere to this policy may be subject to disciplinary action up to and including dismissal.

### **AUDIO-VISUAL EQUIPMENT**

School audio-visual equipment is under the supervision of the Director of Site Services.

#### Procedures for Use of Audio-Visual Equipment

1. All audio-visual equipment must be requested two (2) days before needed.
2. Students may not sign out equipment for a teacher.
3. If equipment does not work properly, the teacher should attach a note to the equipment describing the difficulty. Equipment failures should be reported.
4. Only teachers and students who demonstrate capability and responsibility are permitted to operate and handle audio-visual equipment.
5. Each classroom is equipped with a ceiling mounted LCD projector, a screen, a control panel, a TV, and a connector cable. All projectors and TV's should be turned off when not in use. See the Director of Site Services immediately if there is an equipment failure.

### **USE OF THE LIBRARY**

The library is open on schooldays from 7:30 AM - 5:30 PM.

- A. Teachers are encouraged to bring classes to the library. The teacher will accompany and remain with the class during the class period.
- B. Class visits should be scheduled with the librarian or library assistant one week prior to a visit.
- C. The teacher informs the librarian of the nature of the class assignment or group research topic. The teacher and librarian decide whether materials will be circulated or be "held" for several classes working on the same assignment.
- D. The librarian will provide library skills instruction or special programs when requested at least one week in advance by the teacher.
- E. No more than six students may be sent to the library unaccompanied by a teacher. The names of the students and the time they are to remain in the library will be listed on a library pass form. The students should place the slips in the library permit box on the circulation desk as they come in.
- F. Students exhibiting inappropriate behavior will be sent back to class with a note of explanation.

## 7.4 FINANCES

---

### **TAX EXEMPT OBLIGATIONS**

- A. Moreau Catholic High School is a non-profit corporation and is organized and operated exclusively for religious purposes within the meaning of internal revenue code section 501(c)(3). Notwithstanding any other provisions of the school's articles of incorporation, the corporation, its trustees, administrators, and employees shall not carry on any other activities not permitted to be carried on:
  - 1. by a corporation's exemption from federal income tax under section 501 (c) (3) of the internal revenue code, or;
  - 2. by a corporation's contributions which are deductible under section 170 (c) (2) of the internal revenue code.
- B. Any announcement regarding outside services which may affect the school's religious or non-profit status must be approved by the principal, prior to the dissemination of such announcements to faculty/staff.
- C. No substantial part of the activities of the school/corporation shall consist of propagandizing or otherwise attempting to influence legislation, nor shall the school/corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.
- D. As agents of the school/corporation, faculty and staff are to notify the principal and obtain his/her approval to act or to teach in a manner which may cause jeopardy to the intent of items A and B (above) and/or which may conflict with an employee's perception or interpretation of his/her contracted duties with the school as outlined in the employee's position description.

### **BUDGET**

- A. Coordinators/directors of programs, activities, and departments must submit a budget proposal for the following year. Budget forms are provided by the business office. Teachers submit their requests to, and consult with the department chairperson. Department priorities are considered by the academic council as part of schoolwide budget procedures.
- B. Budget requests are approved by the board of trustees. A copy of the approved budget for each activity is given to the department, program or activity director/coordinator.
- C. Items not included in the board approved budget may not be approved for purchase during the school year without the approval of the administrator-in-charge, the director of finance and the principal or president.
- D. Each department and activity is responsible for staying within its approved budget. Monthly reports are issued by the business office. Any overage on the approved budget expenditure is to be cleared with the director of finance and the principal or president.



## **GUIDELINES**

### **Purchase Orders**

All purchases are to be made by purchase order. The purchase order is an internal accounting document used to record proper authorization of a purchase, proper account coding, monitoring of budget and the management of outstanding obligations of the school.

To initiate the purchasing process you must complete a *Requisition of Goods and Services* form, obtain proper authorized signatures and submit it to the business office. A purchase order will be issued from this form within 48 hours. Please keep and return the receiving copy to the business office along with any packing slips or invoices to verify receipt of goods or services and to authorize payment.

### **Check Requests**

When the use of a purchase order is not possible, such as for stipends for speakers, dues, subscriptions, repair services, a check request may be used. Complete the form and submit it with any statements, order forms, invoices or other documentation to the business office. The expenditure will be approved by an authorized administrator or department chair before a check will be issued.

Faculty and staff are discouraged from making purchases for school programs and activities with personal funds and then seeking reimbursements. There are occasions, however, when personal funds, school credit card charges, and other charges will be necessary because of travel away from the institution, last minute needs for meetings, special events and time sensitive projects. In order to provide required supporting information which documents the nature, date, amount and purpose of the expense, standardized expense reports are to be used.

### **Expense Reports**

Expenditures to be submitted for reimbursement still must be approved in advance by the administrator/supervisor of the budget account to be charged for reimbursement. Expenditure information should be accumulated and recorded on this form for an approximate two week period. Completed forms with receipts are returned to the business office for processing and reimbursement.

### **Petty Cash**

A petty cash fund has been established for the purpose of small, infrequent purchases for which it would be inefficient to prepare a purchase order, check request, or include on an employee expense report. A separate purchase should not exceed \$10.00 for reimbursement from petty cash. Receipts or statements must be obtained that substantiate use of cash and the expenditure must be authorized.

### **Cash Receipts**

Financial accountability is to be developed and established for all fund collections. No money is to be taken out of cash receipts from events to pay for goods or services connected with any activities. All monies collected for school activities are to be deposited into the depository safe as soon as possible after their collection by the administrator in charge.

No school activity or organization is to maintain an individual checking or savings account or retain any cash receipts in its possession or the possession of any officer or member of the group. All financial transactions are to pass through the business office.

### **School Cashier**

The school cashier will be available as needed in the breezeway during the school lunch periods to collect various fees, sell tickets, books and accept field trip sign ups from students. All student collections occurring during the school day should be arranged through the cashier. A *Fee Collection Form* is to be completed to provide the necessary information to the cashier for collection, the week prior to collection start date.



<b>General Office Supplies</b>	<p>Generally available office supplies are to be ordered through the school business office and not purchased individually. Requisitions for office supplies will be aggregated into joint purchase orders which will be placed weekly as needed. Similar items may be substituted for others of a like kind if better pricing is found. If a request is needed by a certain date and if an exact brand or type of supply is required it is to be noted.</p> <p>The business office maintains a basic inventory of general supplies on hand. Please check on supply availability before ordering.</p>
<b>Mileage Rate</b>	<p>Employees are entitled to reimbursement for actual, incurred expenses while on school business, including automobile mileage. Personal automobile mileage will be reimbursed at the rate set by the IRS. In order to receive reimbursement, the date, reason for the travel and its nature are to be noted on the employee expense report, along with the account to be charged. The reimbursement rate is subject to change.</p>
<b>Tuition Discount</b>	<p>In June of 1990, the board of trustees established a tuition discount for students for whom a faculty/staff member is a parent to encourage enrollment of their children, and to help attract and retain quality employees. Although faculty/staff tuition remission has been steadily disappearing among other Catholic schools, the intent of the board is to continue offering a tuition discount which will reward longer term employees and encourage retention as the rate increases.</p> <p>Faculty/staff members who have students enrolled are eligible to apply for other types of need assistance offered by the school.</p> <p>Faculty and staff members having students in attendance at Moreau Catholic High School for whom they are the parent and work at least half time are eligible as follows dependent upon years of employment:</p> <p>First year 20%</p> <p>Second year 25%</p> <p>Third year 30%</p> <p>Fourth year 40%</p> <p>Fifth and succeeding years 50%</p>

**TEACHER  
EDUCATIONAL  
LOAN FUND**

In October 2000 the school designated a portion of the unrestricted fund balance for use as a teacher educational loan fund since in the current competitive hiring market for teachers, we are hiring more new teachers who still need to pursue their credential.

Size of designated loan fund:	\$50,000
Maximum loan amount:	\$5,000
Payback period (payroll deduction):	24 months
Number of times an individual can use:	twice
Interest rate (simple):	6% annual

**Purpose:**

Loans for teacher education, school fees and books only, no living or transportation costs

**Eligibility:**

Employed at MCHS for 2 years

Covers classes in an approved credential program

Covers classes taken related to an identified MCHS need

**Application Process:**

Will be in writing to the principal including information about the credential program and courses to be taken.

Termination of employment at MCHS will make any loan balance immediately due and payable.

There will be an annual reporting of actual use of the loan fund and evaluation of whether or not the program is meeting our goals.

**COCURRICULAR  
ACTIVITIES**

The following policies and procedures apply to all funds connected with school operations and activities: all monies collected for school activities, such as dances, athletic events, plays, etc, as well as for general school operations, such as the bookstore, test fees, etc., are to be deposited with the business office as soon as possible.

## 7.5 Fundraising

---

### PHILOSOPHY

Since our American society is noted as a giving and generous one of citizens sharing their time, talent and treasure, our school elects to espouse the *value* and *virtue* of philanthropy in all fundraising programs and events. Beyond a national (secular) value and virtue, philanthropy is: (a) rooted in our Judeo-Christian heritage, (b) like service particularly a Holy Cross value, and (c) about friendraising as it is about fundraising.

We believe that our fundraising programs and events present opportunities for “teachable” moments about philanthropy and *philanthropic practices*. ESLR 4, “Students will demonstrate social responsibility and community service...” reinforces our commitment to this value. We believe that the school community demonstrates a generous, philanthropic spirit as evidenced by the many causes it supports through mission drives, and other fundraisers designed to aid off-campus charities. We have the responsibility, therefore, to cultivate a spirit of “giving back” to the school – the notion that “charity begins at home.”

To achieve this spirit, the board of trustees, through the institutional advancement committee, has directed that all fundraising programs be designed to encourage and develop a *culture of philanthropy*. In the end, the trustees hope that the resulting *participation and habit of philanthropy* will become interwoven with the educational mission of Moreau Catholic as one of the school’s core values and expression of stewardship.

### DEFINITION

Fundraising is any request for resources (ie. money, materials, services, time) that are not budgeted in the school’s annual operating budget for projects, programs or auxiliary organizations of the school, and therefore calls upon the greater Moreau Catholic community to provide.

### POLICY

All fundraising events must have written approval from the offices of the president and principal and be conducted under the auspices of the office of institutional advancement.

### PLANNING

All major fundraising events are planned and budgeted one year in advance of the scheduled event and submitted to the advancement office for approval by the president’s and principal’s offices.

### COORDINATION OF EVENTS

1. To insure successful events and future goodwill of potential benefactors, all information affecting the approved nature of the fundraising event, scheduling and publicity must be coordinated with the director of institutional advancement
2. No two fundraising events may be scheduled which occur simultaneously.
3. For purposes of approval, parent (auxiliary) organizations and clubs, which conduct well-organized fundraising events promoting positive public relations, community social life, and support particular instructional, fine arts, or athletic programs, have priority over other programs desiring fundraising events.

## **CRITERIA FOR APPROVAL**

Requests for fundraising must be submitted on a Fundraising Request form to the advancement office for approval by the president and the principal. A well crafted, written request reflects:

- a. Person(s) in charge of the approved event, timeframe and school facilities employed and/or permits.
- b. That the event is well planned and budgeted;
- c. Clear lines of accountability for staff, volunteers, and students;
- c. The operating procedures for the event in writing.

## **ANNUAL STUDENT FUNDRAISER**

There will be one school-wide student fundraising event planned, approved and conducted each year. The proceeds will benefit all aspects of student life. Funds raised and distributed to benefit student activities shall be fairly administered under the philanthropic value of participation.

The Assistant Principal for Campus Life may conduct up to four approved fundraising activities per school year as spirit building opportunities that target the student population such as Valentines Candy Grams, or bake sales.

## **SCHOOL-ENDORSED PROGRAMS**

The school administration may occasionally endorse specific educational programs or activities that promote positive public relations for the school. These events are of a nature whereby the school is legally responsible and financially accountable for event outcomes, but do not include trips that are managed through outside agencies.

The moderator of these endorsed activities may request fundraising activities that help to lower the cost of the program or activity to the individual student. Specific fundraising plans will be designed on a case-by-case basis and will consider the same criteria as listed above and will be founded on the same principals of philanthropy, stewardship and donor interests. These fundraising programs will be approved only if all students participating in the activity acted in good faith by participating fully in the school-wide student fundraiser. In general, activities will be limited to those that involve the individual student's participation and have a target audience other than the current parent population. In some cases, a portion of the student fundraiser could be allocated to support school-endorsed programs after class and club funding needs are met. All proceeds will be evenly distributed, not on a participation percentage.

## **USE OF SCHOOL RESOURCES**

### ***Use of School Resources: Fundraising, For-profit Organizations, Personal Financial Gain***

Employees are not authorized to use school resources for the fundraising purposes of other nonprofit organizations or charitable causes without the approval of the president or principal. Under no circumstance shall organizations or persons seeking profitable or personal financial gain from the use of school resources freely do so without written agreements from the president or principal. Examples of school resources include paper supplies, copy machines, web site, email and telephonic equipment. Faculty and staff members are permitted to use bulletin boards located in the first floor mailroom and/or third floor lounge area to advertise and/or solicit fundraising sales, such as candy and cookie sales, on behalf of nonprofit agencies.

## **8.1 Introduction**

---

This section has been prepared to help clarify the policies, rules, pay and benefits which apply to faculty and staff of Moreau Catholic High School.

The information contained in this guide applies to all faculty and staff of Moreau Catholic High School except where specified otherwise. It is presented as a matter of information only.

**Employment Relationship** Employment with the school is “at-will” and entered into voluntarily. Employees are free to resign at any time, for any reason, with or without notice. Similarly, the school is free to terminate the employment relationship at any time.

## 8.2 Employment Policies

---

**Definition of Employment Status** The following terms will be used to describe the classification of employees and their employment status:

**Exempt** Employees whose positions meet specific tests established by the Fair Labor Standards Act (FLSA) and applicable state law and who are exempt from overtime pay requirements.

**Non-exempt** Employees whose positions do not meet FLSA and state exemption tests and who are paid a multiple of their regular rate of pay for hours worked in excess of forty per week, or eight hours in a day.

**Full-time** Employees scheduled to work 40 hours or more per week for 12 months; teachers/administrators contracted for the maximum contract.

**Part-time** Employees scheduled to work less than 40 hours per week and/or fewer than 12 months per year; and teachers/administrators contracted for less than the maximum contract.

**Orientation Period** New employees with less than 90 days of service.

**Regular** Employees who have completed the 90-day orientation period.

**Temporary** Employees who are hired for a pre-established period, usually during peak workloads or for seasonal coaching and substitute teaching. They may work a full-time or part-time schedule but generally less than 1,000 hours in a school year. They are ineligible for school benefits and holiday pay.

**School Year Based Employee** Employees who are hired to work during the course of the school year when the school is in session with additional days as needed for staff meetings, retreats and preparation, immediately preceding the beginning or at the end of each school year.

**Equal Opportunity** Moreau Catholic High School maintains a policy of nondiscrimination with employees and applicants for employment. No aspect of employment with us will be influenced in any manner by race, color, sex, age, marital status, medical condition, national origin, physical or mental disability, or any other basis prohibited by statute. Further, the school reasonably accommodates persons with mental or physical disabilities as long as the accommodation does not cause the school undue hardship.

**Hiring of Family Members** Except in unusual circumstances, it is the policy of Moreau Catholic High School not to hire immediate family members of current, full-time employees for full-time employment.

**Orientation Period for New Employees** The orientation period for new non-contracted employees lasts up to 90 days from date of hire. During this time, the opportunity exists to evaluate mutual needs and expectations. As during regular employment, the employee and the school each have the right to terminate employment without advance notice and without cause.

## 8.2 Employment Policies *continued*

---

The orientation period involves frequent evaluation of performance. Upon satisfactory completion of the orientation period, a regular employment status will begin. All employees, regardless of classification, status or length of service, are expected to meet and maintain school standards for job performance and behavior.

**Personnel Records** Important events in each employee's history with the school are recorded and kept in the employee's personnel file. Regular performance reviews, change of status records, commendations, corrective action warnings and educational attainment records are examples of records maintained. Payroll records are kept in the business office.

Personnel files are available for your inspection in the principal's office.

The business office is to be notified of changes in address, telephone number, and/or family status (births, marriage, death, divorce, legal separation, etc.), since income tax status and group insurance may be affected by these changes. This responsibility includes employees on leaves of absence.

**Reference Calls** Faculty and staff are not allowed to answer direct inquiries, telephone calls, letters or e-mails regarding former faculty and staff members. Please direct those communications to either the office of the President or the office of the Director of Finance.

**Tuberculin Tests** In accordance with provisions of California law, any person acting as a volunteer or employed by a public or private school in California shall submit a report of an examination taken within sixty days prior to employment showing that he/she is free of tuberculosis. Subsequent reports must be submitted every two years.

**Criminal Records Check** All new full, part-time and temporary employees must be fingerprinted to obtain a criminal record summary. Until the criminal record summary is received by the school, the contract will not become final nor shall work commence. Moreau Catholic High School will bear the cost of fingerprinting and obtaining the summary. Any employee whose criminal record indicates a violation listed in the California Education Code (including but not limited to Sections 44010, 44011, or 44424) may be terminated unless that employee provides relevant information regarding his/her criminal record and evidence of rehabilitation. All criminal record summaries will be kept confidential.

**Immigration Status Verification** It is unlawful for any employer to hire an individual for employment in the United States if the employer knows that the individual is an unauthorized alien. All new full, part-time or temporary employees, must complete the I-9 form in the principal's office within three working days of accepting employment.

**New Employee Registry** Every newly hired or re-hired employee who begins working on or after July 1, 1998, must be reported to the California New Employee Registry. Employees are reported as of the date of hire which is considered to be the first day services are performed for wages by an individual.

## 8.2 Employment Policies *continued*

---

### **HOURS OF WORK**

**Non-teaching personnel** The normal workweek consists of forty hours, worked eight hours per day for five consecutive days, if work is available. The regular payroll week starts on Saturday and ends on the following Friday. The day office shift starts at 7:30 a.m. and normally ends at 3:30 p.m. (or 8:00 a.m. to 4:00 p.m.). Schedules are maintained by supervisors.

From time to time, it may be necessary to change schedules. Notice will be given as far in advance as possible.

Certain exempt administrative personnel may work a **flex-time** schedule if approved by the president or principal. All full-time employees must work during the “core period” of 9 a.m. to 3 p.m. to insure communications within the school and the availability of personnel to families being served. The receptionist must be notified of a time between 7 a.m. and 9 a.m. when the employee will arrive for work and a time at or after 3 p.m. that they will depart, a day in advance of using flexible scheduling. Exempt full-time administrative employees are expected to work a minimum of forty hours per workweek. Times of arrival and departure may be changed only with permission from the immediate supervisor.

**Teaching Personnel** Full-time teachers will be on campus in their classrooms or offices at 7:45 a.m. and will remain on campus until 3:00 p.m. according to the annual instruction calendar of the contracted year. Exceptions will be negotiated on an individual basis between the employee and the principal. In addition, attendance at all meetings, parent conferences, faculty/staff meetings, supervisory assignments, prefecting, and student assemblies, liturgies and rallies is required. Only the principal or his/her delegate can excuse attendance from any of these functions. All teachers and staff must notify the receptionist and their supervisor if they are leaving campus during regular work hours, regarding the reason and the total amount of time involved. (See attendance standards and absence without notice, page 72-73.)

**Time Records** Non-exempt staff are responsible for recording their time in and out on a timesheet. The timesheet is a legal record of the hours worked. Paychecks are based on the time recorded on your timesheet. Time records are the property of the school.

**Breaks and Meal Periods (lunch)** Staff will take a fifteen minute morning break and a ten minute afternoon break. Meal periods are not required to be paid unless the employee is required to remain on duty during the meal period. Non-exempt employees will be paid for a 30 minute meal period. Time taken beyond 30 minutes for lunch will not be compensated.

Meals and snacks are to be eaten in the faculty dining room or patio area only.

**Position Description** The school uses position descriptions to aid in staffing, wage and salary administration and training. They also help employees and supervisors communicate about job responsibilities. However, job descriptions are not a fixed school policy; they are only guidelines and can normally be expected to change over time.



From time to time, employees are expected to perform duties and handle responsibilities that are not part of their normal job. If, over the months, the new duties and responsibilities remain a significant part of the assignment, the job description may be changed.

**Performance Appraisals** Normally, performance appraisals will be conducted annually. The performance appraisal allows the supervisor to discuss overall performance and summarize both formal and informal performance discussions held throughout the review period. Appraisals review strengths and also point out ways to improve performance.

**Promotions; Job Postings** The school promotes from within whenever practical to fill open positions. At the same time, it may be necessary to recruit and hire outside the school to attract the most qualified individual for a particular opening. Therefore, current job openings are posted on bulletin boards, with the steps to follow to apply for them, at the same time that outside recruiting sources may be notified.

**Resignation** The supervisor and the principal are to be informed of an individual employee's resignation at least two weeks prior to date of departure so that an orderly transition can be made. This process includes turning in school property, completing required forms, obtaining appropriate clearances, and having an exit interview.

**Exit Interview** In most cases, an exit interview will be conducted with the principal or a designated representative on or before the last day. This exit interview documents the reasons for the employee leaving.

## 8.3 Wage and Salary Policies

---

**General Wage and Salary Policy** The school strives to pay salaries that are competitive with those in the community and the diocese, recognizing individual effort and contribution to school success.

The Moreau Catholic High School wage and salary plan classifies each position based on:

- Knowledge and ability requirements
- Variety and scope of responsibilities
- Physical and mental demands

Separate scales have been established for certificated, administrative exempt, non-certificated exempt and non-exempt positions. Established wage or salary ranges are reviewed normally once a year and adjusted as approved by the board of directors.

**Wage or Salary Increase Policy** The school's wage and salary policy provides for step-by-step progression within each position, consisting of several pay levels above starting rate. Typically, the wage or salary rate is reviewed once a year. If work skills meet requirements, an increase to the next level occurs until the maximum rate for the position is reached. Employees who are promoted to higher rank positions have the opportunity to earn additional increases as do teachers increasing their units of education.

**Overtime Pay** All overtime work by non-exempt employees must be authorized by the supervisor. Non-exempt employees will be paid time and one-half for authorized hours worked in excess of forty hours in one week or eight hours in one day. Double time will be paid for hours worked in excess of twelve hours in one day. Only hours worked will be used to calculate overtime pay, paid time off for holidays, jury duty, vacation, sick leave or any leave of absence will not be considered as “hours worked.”

**Payroll Deductions** Various payroll deductions are made each payday to comply with federal and state laws pertaining to taxes and insurance. Deductions will be made for the following:

- Federal and State Income Tax Withholding
- Social Security (FICA)
- State Disability Insurance (SDI)
- Other Items Designated by the Employee

At the end of the calendar year, faculty and staff will be supplied with Wage and Tax Statement (W-2) forms. This statement summarizes income and deductions for the year.

**Paydays** The payroll week runs from Saturday of one week through Friday of the following week. Non-exempt employees are paid semi-monthly on the 15th and last day of the month for all time worked through the stated time sheet cut off date. Exempt employees are paid semi-monthly on the 15th and the last working day of the month.

**Payroll Practices** Non-exempt employees will be paid in full during the course of their work year. If they are employed for less than twelve months, they will have unpaid duty free months of the year according to their work agreement.

Teachers will be paid over the twelve month period beginning with the August 31st payroll and ending with the August 15th payroll of the following year unless they request in writing to be paid over the ten month school year beginning with the August 31st payroll and ending with the June 15th payroll of the following year. Administrators are paid over the twelve month period July through June.

A teacher who serves less than a full year will receive a pro-rated salary based on the ratio of the total number of days worked including staff development, retreats and other days the teacher is required to be present, to 185 days, the typical number of teacher work days in the academic calendar. An assistant principal serving less than a full year will receive a pro-rated salary based on the ratio of the total number of days worked to 205 days.

**Pay Advances** An employee who is experiencing financial difficulties may request a pay advance, for emergency purposes only, from the principal. Pay advances are limited to one per year per employee.

## SCHOOL BREAKS AND SPECIAL SCHEDULES

**Cafeteria Staff** with the exception of the manager, are employed to work only on days the school cafeteria is in operation or specified preparation, clean up or staff development days. Sick/personal leave is not available to use over school breaks when the cafeteria is not in operation.

**Non-exempt Employees** will be paid for the actual number of hours worked over school breaks and for special schedules. Those not scheduled to work during student breaks (Christmas, Easter) may use vacation time to the extent accrued. Reduced office hours may be set from June through mid-July due to reduced work loads during the summer. Typically these hours are 8:00 AM to 3:00 PM, a 7-hour work day. Maintenance, custodial and business office staff with continuing work loads during the summer may continue to work an 8 hour day as determined by their supervisor.

## 8.4 Employment Benefits and Services

---

The school strives to provide a competitive package of employee benefit programs for its eligible employees.

Complete and official details of insurance and payroll plans are contained in materials employees receive on their first day of work. The descriptions in this guide are only brief summaries for your general information. Please contact the business office for more details.

The school's group health insurance program may be converted to an individual plan if an individual faculty or staff member leaves the school. Please contact the business office for assistance.

The existence of these employee benefits and plans, in and of themselves, does not signify that an employee will be employed for the requisite time necessary to qualify for these benefits and plans.

**Group Insurance** The school makes available and pays a portion of the cost of health, dental and life insurance program for eligible employees and their dependents. For more details and official terms of these plans, refer to group insurance booklets, received on the first day of work, or contact the business office.

**Medical Insurance** Moreau Catholic offers the choice of Kaiser or Health Net plans. Benefits are provided for eligible employees working a minimum of 1,000 hours annually or with at least a 50% teaching contract. The school pays 95% of the lower premium (Kaiser vs. Health Net) for employee coverage and 50% of the lower premium for dependents and registered domestic partners (see California Family Code section 297 et. seq.). The employee pays the remaining premium. The employee's contribution toward the cost of coverage will be deducted from his/her paycheck. Coverage will continue between teacher contract periods and over duty free months for non-exempt employees. The yearly cost will be spread over the number of paychecks scheduled to be received. In order to obtain coverage, a completed enrollment form must be submitted within 30 days of employment. Moreau Catholic reserves the right to verify and request proof of eligibility for any spouse, dependent or registered domestic partner covered under either plan,

## 8.4 Employment Benefits and Services *continued*

---

or otherwise verify eligibility of covered parties. Any changes in status such as marriage, registration of domestic partnership, birth, death, divorce, dissolution of domestic partnership, etc. must also be submitted within 30 days of occurrence. If coverage is not requested within that time, it is necessary to wait for the Annual Open Enrollment Period in September. **Dental Insurance** The school provides coverage through Delta Dental of California for eligible employees with a minimum 50% teaching contract or non-exempt employees working at least 1,000 hours annually. Moreau Catholic High School currently pays the entire monthly premium for employees and 50% of dependent coverage. Coverage is available after 30 days of employment for non-exempt employees. There is no waiting period for exempt employees. Employees waiving coverage for themselves and/or dependents may not be able to enroll at a later date.

**Consolidated Omnibus Budget Reconciliation Act (COBRA)** Cobra continuation coverage is a continuation of medical/dental coverage when coverage would otherwise end because of a life event known as a "Qualifying Event." Please see the business office for more details.

**Group Life Insurance** Standard Insurance Company carries the school's group life insurance consisting of \$25,000 in basic life insurance, accidental death and seat belt benefit. Coverage is provided by Moreau Catholic High School to eligible employees working 1,000 hours or more annually or with at least a 50% teaching contract. At age 70, coverage is reduced to 65% and at age 75 to 50%. The school pays the premium.

**Long Term Disability** Standard Insurance Company carries the school's long term disability coverage. Coverage is provided by Moreau Catholic to eligible employees working 1,000 hours or more annually or with at least a 50% teaching contract. If a disability lasts more than 180 days, this long-term coverage will go into effect. The benefit is 60% of monthly earnings to a maximum of \$5,000. The benefit will be reduced by "income from other sources" as described in the group policy. The school pays the premium.

**Social Security** All employees are covered by the Federal Social Security Act. A required percentage of their salary is deducted from each paycheck to pay the employee's portion of this protection, and the school matches the deduction dollar for dollar. The plan is designed for future security and that of your dependents and provides for retirement, disability, death, survivor and Medicare benefits.

**State Unemployment Insurance** This program is funded entirely by the school. The program provides weekly benefits in the event of unemployment through no fault of your own or due to circumstances described in the law.

**State Disability Insurance** This program provides for temporary disability benefits for employees in California unable to work because of disability due to a non-occupational accident or illness. The program is financed through employee contributions deducted from your paychecks. Benefits are not automatic. A form must be completed which is obtained from the treating physician, to receive benefits.

## 8.4 Employment Benefits and Services *continued*

---

**Workers' Compensation** The school carries insurance to cover the cost of work-incurred injury or illness. Benefits help pay for your medical treatment and part of any income you may lose while recovering. Specific benefits are prescribed by law depending on the circumstances of each case. To be assured of maximum coverage, work-related accidents must be reported immediately to your supervisor and the business office in order to file a timely claim.

**Flexible Benefits Plan** The school has a flexible benefits plan that allows eligible employees to select among one or more non-taxable benefits according to section 125 of the IRS code. Participants who select this program will be reimbursed for qualifying dependent care expenses under Code Section 129. The Plan also enables eligible employees to convert their premium contributions for health benefits from an after-tax expense to a pre-tax expense. Health premium contributions will be automatically deducted from your paycheck on a before-tax basis. Contact the business office for complete details of the plan or to enroll in the dependent care plan.

**Retirement Plan** A profit sharing plan was established effective July 1, 1990. 401(k) plan features were added April 2001. A summary plan description is on file in the business office. You must complete one year of service and work 1000 hours during the plan year or the equivalent of 2.5 periods for teachers, and attain 18 years of age to be eligible.

The school will contribute to the plan, an amount set annually by the board of trustees each plan year, but not less than 4% of employee compensation. Employees may direct those funds into a variety of investment options. The employer will also match the first 5% of employee contributions at the rate of 10 cents on each dollar. See vesting schedule below for employer contributions.

Less than 2 years of service	0%	after 4 years of service	60%
after 2 years of service	20%	after 5 years of service	80%
after 3 years of service	40%	after 6 years of service	100% (fully vested)

**Sick and Vacation Leave Policies** Our vacation plan for non-certificated employees is designed to provide you the opportunity to rest and get away from the everyday routine. If you are a regular, full-time employee you accrue vacation time at the rates listed below. Regular, part-time employees who work 1,000 hours or more per year receive vacation accruals on the same basis as full time employees, except it is pro-rated according to the number of hours worked. School year based employees are not eligible for vacation.

Accrual rates for eligible employees:

0-5 years	10 days per year	3.33 hours per pay period
6-10 years	15 days per year	5.00 hours per pay period
11 years and thereafter	20 days per year	6.67 hours per pay period

Vacation accrual begins with the employee's first day of work and continues thereafter unless broken by an absence without pay or termination of employment. Vacation can accrue up to a maximum of one and one-half times the applicable annual accrual as follows:

0-5 years	Maximum accrued balance	15 days
6-10 years	Maximum accrued balance	22.5 days
11 years and thereafter	Maximum accrued balance	30 days

Once this cap is reached no further vacation will accrue until some vacation is used.

Employees may take accrued vacation as work schedules permit. Vacation schedules must be coordinated and cleared with your supervisor. Moreau Catholic High School schedules determine permissible vacation periods.

Exempt employees must take vacation in four-hour increments, except as otherwise required by law. Employees absent for four hours or more will have the corresponding amount of time deducted from their accrued vacation.

An employee whose employment terminates will be paid for accrued unused vacation days on a pro rata basis.

**Required Use of Vacation Before Unpaid Leave** You are required to take accrued and unused vacation before taking unpaid leave, or having unpaid absences. Family and Medical Leave (under both state and federal law) is included in this requirement, unless the absence is California pregnancy disability leave (PDL) or the leave is covered under the Family Medical Leave Act (FMLA) and you are receiving wage replacement through a disability benefit plan (regardless of whether the plan is employer provided or mandatory under state or federal law, such as state disability insurance).

If you are absent for a reason that qualifies you for Paid Family Leave (PFL) payments, you are required to first use any accrued and unused vacation, up to a maximum of two weeks in a 12-month period, unless you are receiving wage replacement through a disability benefit plan (regardless of whether the plan is employer provided or mandatory under state or federal law, such as state disability insurance).

insurance). If you do not have accrued vacation, you will be required to use available sick leave for the first 7 days before PFL payments begin.

PFL benefits do not replace all of your usual wages. Your PFL benefits will be supplemented with any unused sick leave, unless you are receiving wage replacement through a disability benefit plan (regardless of whether the plan is employer provided or mandatory under state or federal law, such as state disability insurance). If you have no sick leave, or once you exhaust your sick leave, accrued and unused vacation will be used to supplement your PFL benefits.

Employees who are absent because of their own disability may be eligible for State Disability Insurance (SDI) benefits. SDI payments do not begin until after you have been absent from work for 7 calendar days. If you have sick leave available, sick leave will be used for the first 7 days before SDI payments begin, unless you are receiving wage replacement through a disability benefit plan (regardless of whether the plan is employer provided). If you do not have sick leave available, but do have accrued vacation, vacation will be substituted for the unpaid absence.

SDI benefits do not replace all of your usual wages. Your SDI benefits will be supplemented with any sick leave available, unless you are receiving wage replacement a disability benefit plan (regardless of whether the plan is employer provided). If you have no sick leave, or once you exhaust your sick leave, accrued and unused vacation will be used to supplement your SDI benefits.



## 8.4 Employment Benefits and Services *continued*

---

**Holidays** The following holidays have been designated as paid time off for non-certificated employees who would normally be scheduled to work on these days. To receive holiday pay you must work the regularly scheduled workday before and after the holiday, unless on a paid absence approved in advance by your supervisor. A paid holiday does not count as a day worked in calculating overtime for the week. School year based employees working at least 1,000 hours or more receive holiday pay for all but July 4 even though they are not scheduled to work the preceding or following day.

July 4, Labor Day, Columbus Day, Veteran's Day, Thanksgiving (2 days), Christmas (2 days), New Year (2 days), Martin Luther King Day, President's Day, Holy Thursday, Good Friday, and Memorial Day.

**Sick/Personal Leave** The school provides a salary continuation plan during times of illness to provide you some degree of financial security. Sick leave must be used for legitimate illness and medical/dental appointments only. Employees will not be paid for unused sick leave nor can such leave be used for vacation. Full-time employees are granted 10 days sick leave annually. New employees starting mid-year and part-time employees will receive a pro rata number of days based on the number of hours regularly worked as compared to a full time employee.

Any sick leave not used at the end of the year by a Moreau Catholic employee will be accumulated in addition to the annual earned sick leave. This cumulative sick leave may be used in succeeding school years for the purpose of extended illness only. Relative to new employees hired after June 30, 1996, unused sick leave shall be cumulative up to a maximum of fifteen (15) days in addition to the annual sick leave allowance.

The school allows use of annual sick leave days as paid personal leave days off for family illness, doctor/dental appointments, family business, legal business, funerals and school visits. Employees must request paid personal time off in writing in advance of anticipated absence except in case of emergency. Personal leave days are an inseparable part of sick leave which are not earned nor carried forward with sick leave at year end. They are not to be used as vacation days.

### **Paid Time Off**

**Bereavement** In the event of death in an employee's immediate family, the school grants up to five working days, with pay, to handle family affairs and attend the funeral. Immediate family for this policy is defined as: current spouse or significant other, children, parents, grandparents, grandchildren, brothers and sisters, mother-in-law or father-in-law. The leave period starts with the working day after the death occurs.

**Jury Duty** So that faculty and staff may serve on a jury without loss of earnings, the school will pay the normal earnings for the period of jury service. The employee will, however, sign over to the school all court payments received for jury service. Notification to appear should be shared by the employee and supervisor as soon as it is received.



## 8.4 Employment Benefits and Services *continued*

---

**Time Off to Vote** Full-time employees who lack sufficient time outside of working hours to vote may take up to two hours with pay off work for this purpose. This release time must be requested from the supervisor at least two days prior to election day.

### **Leaves of Absence Without Pay**

Leaves of absence without pay may be granted by law and/or at the school's discretion to eligible employees to maintain continuity of service in instances where unusual or unavoidable circumstances require prolonged absence.

**Family and Medical Leave** Eligible employees have the right to take an unpaid leave of absence of up to 12 weeks in a 12 month period looking back from the date on which FMLA leave is to commence for the care of family members, or the employee's own serious medical condition. In the case of the employee's own serious medical condition both paid (long term sick leave) and unpaid leave may be designated as FMLA qualifying by the employer. Written notice of leave so designated will be given to the employee.

Any use of accrued sick leave must be requested in writing and may incorporate FMLA rules.

**School Visits** Employees may take up to 40 hours unpaid leave time annually to participate in their children's school activities. An employee who is a parent, guardian, or grandparent with custody of a child in kindergarten through grade 12 is eligible for leave. An employee may take off up to 40 hours per school year, but not more than eight hours in any given month of the school year.

**Military Service** For the duration of required service. For details on re-employment rights under the Federal Military Selective Service Act, please consult the business office.

**Military Reserve Training** Up to two weeks per year. This training may be combined with paid vacation time.

**Pregnancy Disability** The school will grant up to 120 days for a pregnancy disability when supported by a physician's statement. Accrued sick leave must be used prior to commencement of the unpaid portion of the leave. Earned vacation may be used at the option of the employee.

**Personal** The school may grant to regular employees unpaid time off for significant personal reasons, provided such time off does not materially affect the normal conduct of school business, student service or operating costs. Approval is at the discretion of the supervisor when the request is for a few hours to a few days. Approval is based on department work requirements, performance history and other factors. A leave request ranging from five consecutive days to one year is approved at the discretion of the principal or the president, dependent upon lines of supervision.

While no loss of service credit occurs during an approved leave of absence, there are other factors to consider such as benefit continuation, reinstatements and approval processes.

**Automatic Bank Deposit** Many employees find it convenient to have their regular paycheck automatically deposited in their bank account. Arrangements can be made with the business office.

## 8.5 Standards of Conduct and Corrective Action

---

Groups of people who are working together for any purpose require certain guidelines pertaining to their conduct and relationships. Accordingly, employees must be aware of their responsibilities to students, the school and to co-workers. Moreau Catholic High School strives to take a constructive approach to disciplinary matters to insure that actions which would interfere with school operations or an employee's job are not continued.

Violation of our standards will result in one of the following forms of corrective action: discharge, suspension, oral warning or written warning. In arriving at the decision for proper action, the seriousness of the infraction, past record of the employee and the circumstances surrounding the matter will be considered.

Although there is no way to identify every possible violation of standards of conduct, the following is a partial list of infractions which will result in corrective action:

**Violation of Safety and Welfare** If the welfare of the school, other employees or the student is threatened in any manner whatsoever by the continued employment of any employee, dismissal shall be effected immediately by reason of such threat to the welfare and safety of others.

**Unsatisfactory Performance** Failure to perform assigned work duties or to meet standards of performance defined by the school and the employee's immediate supervisor including absenteeism, tardiness, lack of application to the job or position, or adverse attitude.

**Misconduct** Deliberate and willful violation of school, program or departmental policies and regulations including insubordination, dishonesty, unauthorized use of school material, time, equipment or property, or other serious breaches of acceptable, professional behavior.

**Lack of Qualifications For The Job/Position** An employee's incapability of doing the work assigned to him/her or of meeting prescribed goals and objectives as specified for/by the school, department or program.

**Changed Requirements of the Job/Position** An employee's incapability of doing the work assigned or of meeting prescribed job/position goals and objectives where the nature and/or scope of the job he/she has held has changed. In the event of reorganization, employees will have the opportunity to apply for any open positions.

This list is intended to be representative of the types of activities which may result in disciplinary action. It is not intended to be comprehensive and does not alter the employment-at-will relationship between employee and the school. **Additional standards of conduct are described in the sections below.**

**Conflicts of Interest** We expect our employees to conduct school business according to the highest ethical standards of conduct. Employees are expected to devote their best efforts to the interests of the school and the conduct of its affairs. Business dealings that represent, or appear to represent, a conflict of interests between the interests of the school and the employee are unacceptable. The school recognizes the right of employees to engage in activities outside of their employment which are of a private nature and unrelated to our business. However, a policy of full disclosure must be followed to assess and prevent potential conflicts of interest from arising. Contact your supervisor or the principal if you have any questions regarding a possible conflict of interest or outside work.

**Harassment, Including Sexual Harassment** Employers interested in human dignity and protection of their employees are particularly concerned about the possibility of employee harassment, whether sexual, racial, ethnic or other type. Harassment in any form - verbal, physical or visual - is strictly against school policy and will result in corrective action. Defining sexual harassment precisely is not easy but it certainly includes slurs, threats, derogatory comments, unwelcome jokes, exposure to sexually oriented literature or pictures, teasing or sexual advances, and other similar verbal or physical conduct. If you believe you have been the victim of harassment, or know of one who has, report it immediately to your supervisor, the principal or the president.

**Attendance Standards** Punctuality and regular attendance are essential to the proper operation of the school. Each employee is to arrive each scheduled day on time and prepared to perform/conduct the duties of their position to the highest level of professional competency. In addition, teachers are expected to be punctual and regularly attend all meetings, parent conferences, faculty/staff meetings, supervisory assignments, and student assemblies, liturgies and rallies. Only the president, principal or his/her delegate can excuse attendance from any of these functions.

**Faculty and staff who are unable to report for any reason, or who have to leave early are to notify the supervisor or, in his/her absence, the principal's assistant, before starting time. From 3:30 p.m. the preceding day to 7:30 a.m. each morning, a recorded message of an intended absence may be left by calling 510-881-4310.**

Upon return to work, a staff absentee report must be completed, signed and returned to the supervisor. Teachers and other exempt staff will sign the absentee card in the

## 8.5 Standards of Conduct and Corrective Action *continued*

---

office of the principal's assistant. A physician's release may be required when an employee returns to work following a disability or extended illness.

Teachers please refer to additional requirements for class substitution.

**Absence Without Notice** It is asked that employees inform the school of their status when off work because of illness or accident from any cause. Likewise, the supervisor is to be called daily while off work due to short-term illness or accident, or we will presume you have resigned. If you must leave work for any reason before the end of the day, you must inform your supervisor. Teachers should immediately notify their department chair, when possible, and the office of the principal.

**Confidentiality** During the course of employment here access to confidential issues, students, family lists, business systems, future plans, research data and other information may be necessary. Maintaining confidentiality is important to the school's competitive position and ultimately, to its ability to achieve financial success and provide employment stability. Such information must be safeguarded when in use, filing it properly when not in use, and discussed only with those who have a legitimate need to know.

**Dress and Personal Appearance** Employees are expected to maintain an appropriate appearance that is professional, neat and clean, as determined by the requirements of the work area.

**Relations with Students** Consistent with the school's philosophy to promote self-esteem of the student, employees are expected to present a pleasant, positive demeanor, and should conduct themselves as ideals whom the students are inspired to emulate. Staff persons and administrators will maintain a proper dignity that flows from their professional background and/or their special area of expertise or talents.

Keep in mind that the uneven power dynamics of a school, in which adults have implied authority over current and former students, continues to shape those relationships after the end of the school day and year, and even after graduation. Employees must act in a manner that always respects and never exploits the power inherent in these relationships (*refer also to section 7.3 Social Media Guidelines*).

Faculty members are asked to make themselves available to students for consultation at times of mutual convenience. Employees should avoid too frequent association with any one student, and, where duty does not dictate, with any particular group of students. When necessary employees should correct students' manners and appearance according to established rules and codes in a positive, kind way.

All students will learn in an environment which is free from unwelcome and unsolicited sexual overtures. Behavior or comments which are offensive and of sexual nature will not be tolerated.

**Relations with Parents** Faculty and staff members may encourage parents to visit

## 8.5 Standards of Conduct and Corrective Action *continued*

---

the school to confer on matters concerning their student. All visitors report to the main office prior to conducting any business at the school. Each faculty/staff member will consider it a part of his/her duty to receive parents of students graciously, considerately, and tactfully, and to be as helpful as possible.

Faculty/staff members should return telephone calls from parents within 24 hours.

**School Philosophy** Moreau Catholic staff persons, teachers, and administrators should feel free to compliment a student (and each other) in a positive, friendly, sincere way. It is the responsibility of employees to maintain high morale among students by stressing school spirit or the school philosophy and taking creative steps to foster or promote the same. All employees are asked to promote and maintain our sense of community/family spirit among each other, the students, and the greater school community.

**Smoking** For reasons of health safety, public relations, and other concerns, smoking is prohibited anywhere on campus.

**Beverages** Coffee, cold drinks and other beverages are to be consumed in the lounge area only and not normally carried to classrooms or offices.

**Telephone/Voice Mail Use** School telephones are to be used for school business purposes in serving the interest of our students and in the course of normal school operations. Answer all calls promptly and courteously. On occasion personal calls may be necessary, but we ask your cooperation in limiting them to emergencies or essential personal business and in keeping them brief.

Faculty/staff members may not use personal pagers/telephones when engaged in classroom and other work tasks.

The school has invested in the Voice Mail System for efficiency and to better serve our families. Learn how to use this system by reading the voice mail manual or asking your supervisor.

From time to time, especially involving faculty and staff on vacation, business trips and leaves of absence, supervisors, or other employees may listen to your voice mail messages to better serve the students and meet other school business needs.

**Computer Hardware/Software Security** School equipment including computer hardware and software is a valuable asset. It is to be used for school business only. Employee should not expect their computer usage patterns to be private. Copying of school-purchased/leased software is not permitted.

From time to time, especially involving faculty and staff on vacation, business trips and leaves of absence, supervisors, or other employees may access computers or files, including e-mail, to better serve the students and meet other school business needs. Monitoring may occur without prior notice.

## 8.6 Employee Communications

---

**Bulletin Board** The bulletin board in the mail box/ copy room on the first floor is used to communicate important school information. You are responsible for regularly reading the information posted on the bulletin board.

**Mail** The school receives and sends large quantities of mail daily. The school's mail system must be restricted to business mail only. Please do not direct personal mail to be delivered to the school.

**Media Relations** Because much of the information that we work with is confidential or sensitive, all contacts with the media must be referred to the principal. All papers, articles, speeches or presentations to non-school persons must be approved by the principal prior to publication or presentation.

**Complaint Handling Procedure** Under normal conditions, if you have a job-related problem, question or complaint, you should discuss it with your supervisor. The simplest, quickest and most satisfactory solution will often be reached at this level.

If the discussion with your supervisor does not answer your question or resolve the matter to your satisfaction, you may then present your complaint, orally or in writing, to the next higher level of management. If the matter is still not resolved satisfactorily, you may present your complaint in writing to the principal or president who will render a final decision on the matter after appropriate investigation.

When the issue personally involves the supervisor or manager with whom you would ordinarily discuss a problem, you may bypass that individual and proceed to the next person in authority without fear of reprisal. At any time you may seek the advice and guidance of the principal.

**Grievance Procedures** If the complaint procedure above still does not result satisfactorily, the "aggrieved" employee may petition the president for a grievance hearing before a grievance board consisting of three members: an Oakland diocesan school administrator to serve as chairperson, one member appointed by the aggrieved employee, and the third member appointed by the president. The president will arrange for a grievance board within fourteen days of receiving a written petition. Details of the procedure may be requested from the supervisor or the president.

A final appeal may be made to the board of directors within 10 working days of the president's decision made with consideration of the grievance board's recommendation.

Any grievance concerning employee dismissal, termination or non-renewal of contract must focus on a violation of process. Reduction-in-force and physical incapacity to perform job/position are not subject to the grievance procedure.

## 8.7 Employee Separation

---

Employees may be separated and removed from the school payroll by resignation, release, death, retirement, reduction in force, or discharge.

**Dismissal Procedure** Dismissals are terminations initiated by school management. The responsibility for dismissal of employees is considered a grave responsibility which ultimately rests with the principal. The administration adheres to specific guidelines and steps that lead to termination which may include any or all of the following depending upon the seriousness of the infraction: warning discussions, written warnings, final warning, notice of specified date to meet requirements or standards of performance. Temporary employees and those dismissed for misconduct will not necessarily be given advance notice.

**Reduction-in-Force** All school employees, professional and classified personnel, are subject to the conditions of reduction-in-force resulting in the elimination of one job/position, a portion of a job position, or all of the job positions of a defined program or department. Any employee whose position is eliminated due to budgetary cutback, combining job/position functions, changing methods, or elimination of certain school operations will be considered for reassignment along with other personnel of like status, to fill a vacancy by virtue of past experience and qualification. If it is necessary to reduce a number of jobs or positions, the most qualified person based on past experience, training and prior performance will be retained. The final decision is the responsibility of the principal based upon recommendations from the affected levels of the school's administration.

It is not anticipated that reduction-in-force procedures will be effected during an academic year. However, the school reserves the right to act at all times with regard to larger school needs should a reduction-in-force become a necessity. The principal is responsible for initiating appropriate guidelines.

**Physical Incapacity to Perform Job/Position** Termination for incapacity to perform job/position is restricted to those cases where an employee is incapable of fulfilling his/her responsibilities because of illness or injury, such as an absence due to chronic illness or protracted disabilities of indefinite duration where the outcome is not readily determinable or where rehabilitation is doubtful. It also applies where an employee's performance fails to meet minimum standards due to clearly established health problems.

Determination of whether an employee is physically incapable of performing his/her job/position is the responsibility of the principal with the advice of the employee's immediate supervisor and the advice and guidance of a doctor. Length of retention of the individual employee on the payroll will be determined on an individual basis by the principal after due consideration of the school's responsibilities under the Family Medical Leave Act, California Family Rights Act, and the Americans with Disabilities Act.



## 8.8 Employee Safety and Health

---

The school strives to provide safe working conditions for all employees and observes the safety laws of the governments within whose jurisdictions it operates. No one will knowingly be required to work in any unsafe manner. Safety is every employee's responsibility, and all are expected to do everything reasonable and necessary to keep the school a safe place to work. Any unsafe conditions or circumstances should be reported to supervisors or appropriate administrators to prevent accidents.

**Fires and Emergencies** The school has an emergency procedure or procedures to follow in the event of fire or disaster. Exits, fire extinguishers and first-aid kits are located throughout the facility. Please refer to the emergency, safety, security section under *School Day Practices & Procedures* (pp. 25-29).

**Accidents or Injury** Supervisors or appropriate administrators are to be informed of any job-related injury or illness immediately to provide prompt evaluation and obtain medical attention if necessary. All injured persons will be transported to St. Rose Hospital for first aid treatment of injuries unless another employee-designated doctor or medical facility is on file. The principal's office should be notified as soon as practical.

**Life-Threatening Illnesses** The school is committed to providing equal opportunity to all employees, including those who have a life threatening illness (cancer, AIDS, cardio-pulmonary diseases, etc.). The school is committed to providing a safe work environment. Consequently, employees who have a life-threatening illness will be treated like other employees as long as they meet performance standards, and medical and other evidence indicates that their condition is not a threat to themselves or to others.

All information regarding an employee with a life-threatening illness will remain private and confidential. The school expects that all employees treat their colleagues with a life-threatening illness with compassion and understanding.

**Early Return-To-Work** The school has developed guidelines to help return employees injured on the job to work. An offer of a modified job, appropriate to the injured employee's physical limitations or restrictions, will be made only when the work is available and of benefit to the school. Each case will be assessed individually based on need.

**Return to Work** In the event of disability or medical disability leave of absence, faculty and staff members are to return to work when the physician determines that they are able to resume normal duties. A physician's release is required before reinstatement to the active payroll. If extension of such leaves is requested beyond this point, a personal leave of absence will have to be requested.

A physician's release may also be required when returning to work from sick leave or other, short-term, medically related absence. Your supervisor will advise you of this requirement, which depends on a case-by-case circumstances.



**Building Access** Maintaining security of the school's facility is important to our students. All visitors report to the main office prior to conducting any business at the school. Students do not have access to use the staff lounge or the first floor faculty workroom. No employee is to give/lend school access cards, keys or other school resources to students or other unauthorized persons.

The school has a security system in place. Access to the buildings outside of normally scheduled work hours, is to be requested through the office of the director of site services.

**Injury and Illness Prevention Program** The school maintains a written injury prevention program. The plan is on file in the office of the director of site services. The plan lists details of safety inspections, staff training sessions, reporting procedures for hazardous situations, safety records, and employee supervision practices regarding safety.

## APPENDIX A

### GUIDELINES FOR ADMINISTRATORS: DISASTER PLAN FOR COMMUNICATION

1. Have confidence in your own ability to make good judgment.
2. Put your local disaster plan into effect.
3. Turn on the radio for instructions:

<b>KCBS-740 AM</b>	865 Battery Street, San Francisco	1-415-765-4074 1-415-474-5227 (24 hour news) 1-510-465-5291 (Alameda County News)
<b>KGO-810 AM</b>	900 Front Street, San Francisco	1-415-954-7321 (assignments) 1-415-216-1050 (information) 1-415-954-8142 (Newsroom)
<b>KNBR-680 AM</b>	55 Hawthorne, San Francisco	1-415-995-6800 (general) 1-415-995-6867 (FAX)
<b>KABL-960 AM</b>	750 Battery Street, San Francisco	1-415-344-0960 (ask for public service)

4. Turn on TV for instructions:

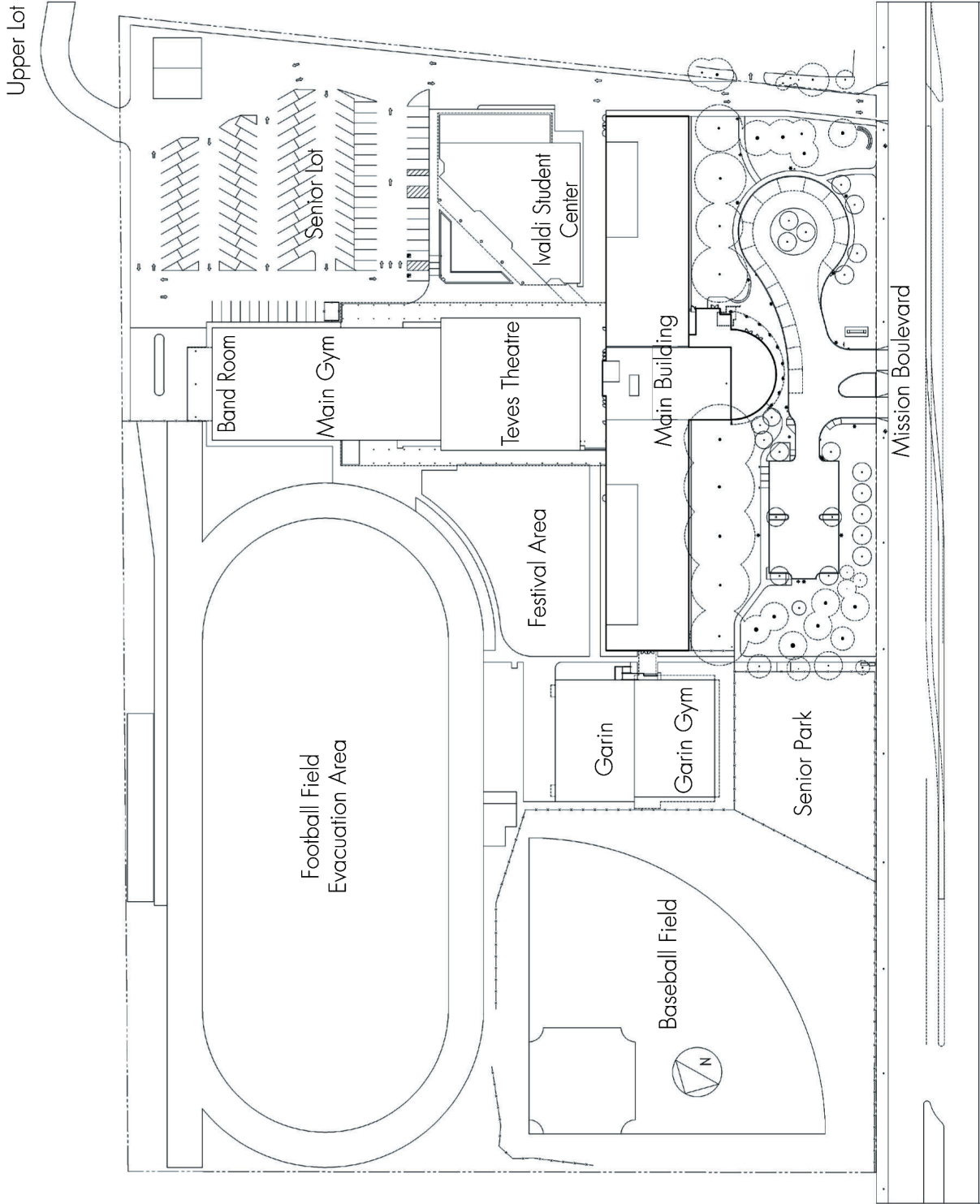
<b>KGO (7)</b>	900 Front Street, San Francisco	1-415-954-7777 (ask for news department)
<b>KPIX (5)</b>	855 Battery Street, San Francisco	1-415-362-5550 (general office) 1-415-765-8610 (emergency news department)
<b>KNTV (11)</b>	645 Park Avenue, San Jose	1-408-432-6221
<b>KRON (4)</b>	1001 Van Ness, San Francisco	1-415-441-4444 (assignment desk)
<b>KTVU (2)</b>	2 Jack London Square, Oakland	510-834-1212 (general) 510-874-0242 (news room)

5. Have identified personnel to support you in making a decision.
6. Follow instructions for civic community: e.g. mayor's, governor's, police chief's; if there are no contrary directives from the school department or civic government, go with your local public school district's decision for the sake of communication with the teaching and parent community.

<b>FIRE</b>	510-293-7000	MCHS Cell phone numbers (NEXTEL):
<b>POLICE</b>	510-293-7000	L. Lek 570-303-7834
<b>Alameda County Office of</b>		T. Lee 415-336-8264
<b>Emergency Services</b>	925-803-7800	MCHS Athletics 510-750-8049
<b>City building inspector</b>	510-583-4140	R. Breves 510-755-8001

7. Be in communication with other administrators in order to support one another and share information.

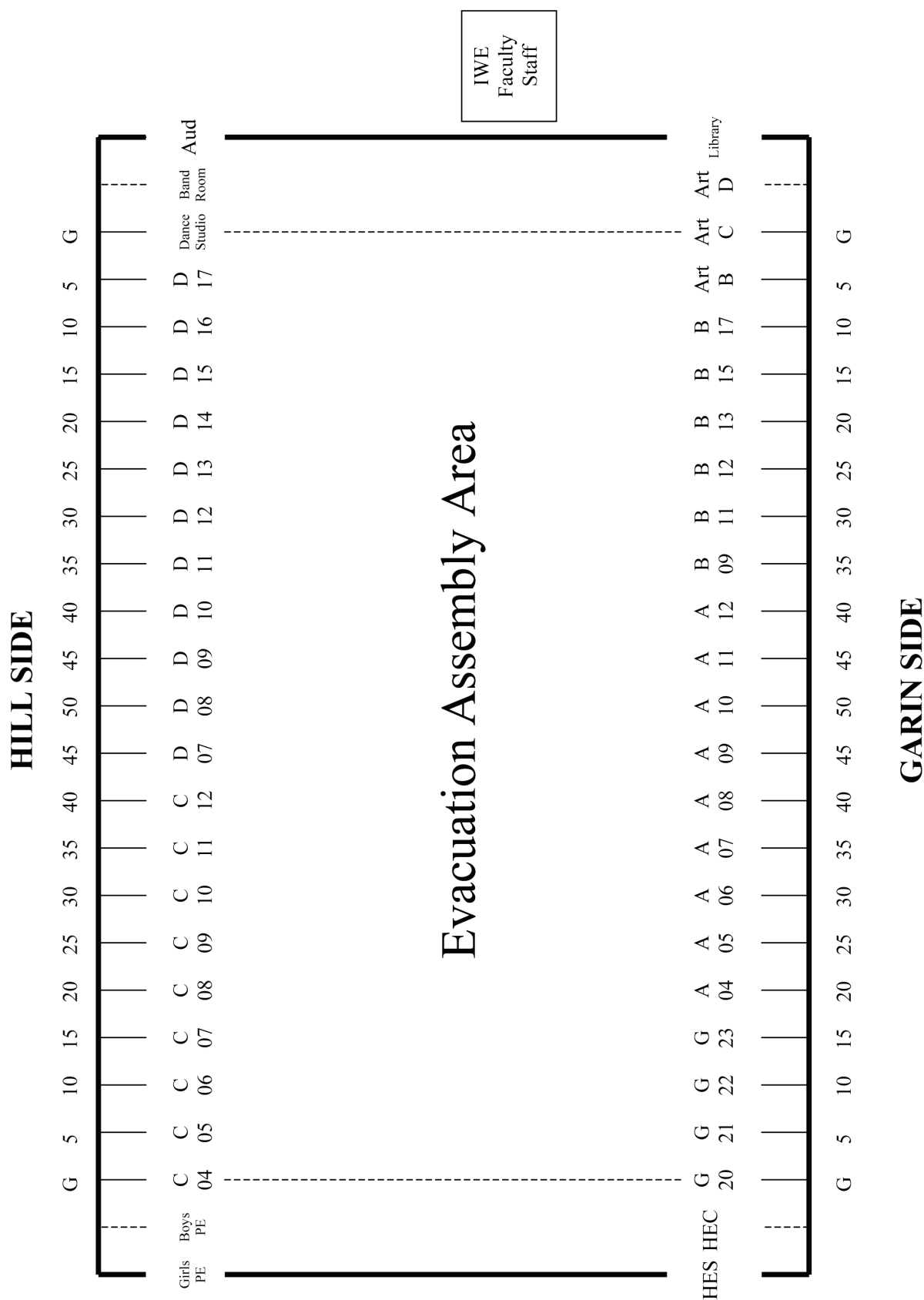
# APPENDIX B



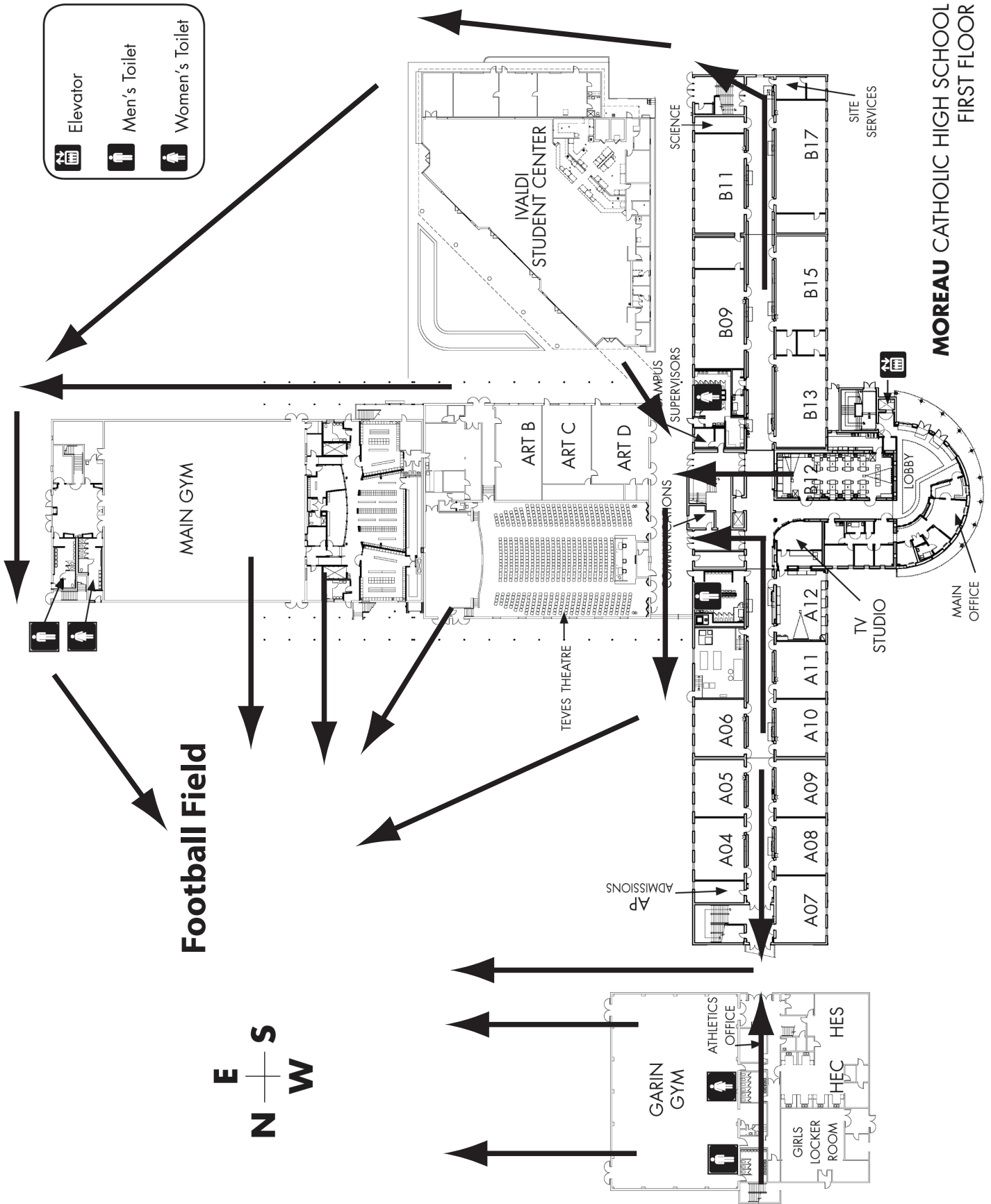
## MOREAU CATHOLIC HIGH SCHOOL SITE PLAN



## APPENDIX C

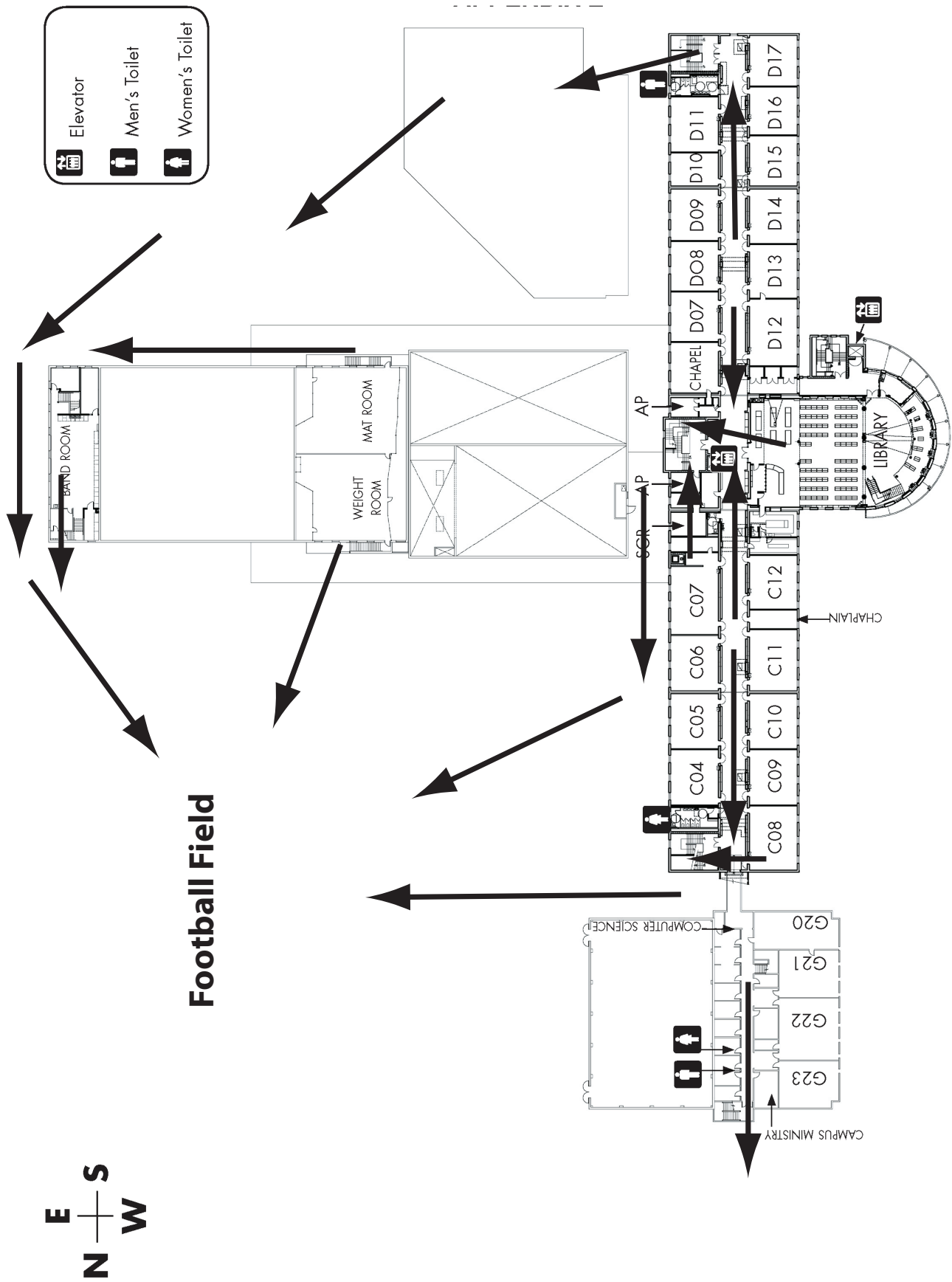


# APPENDIX D



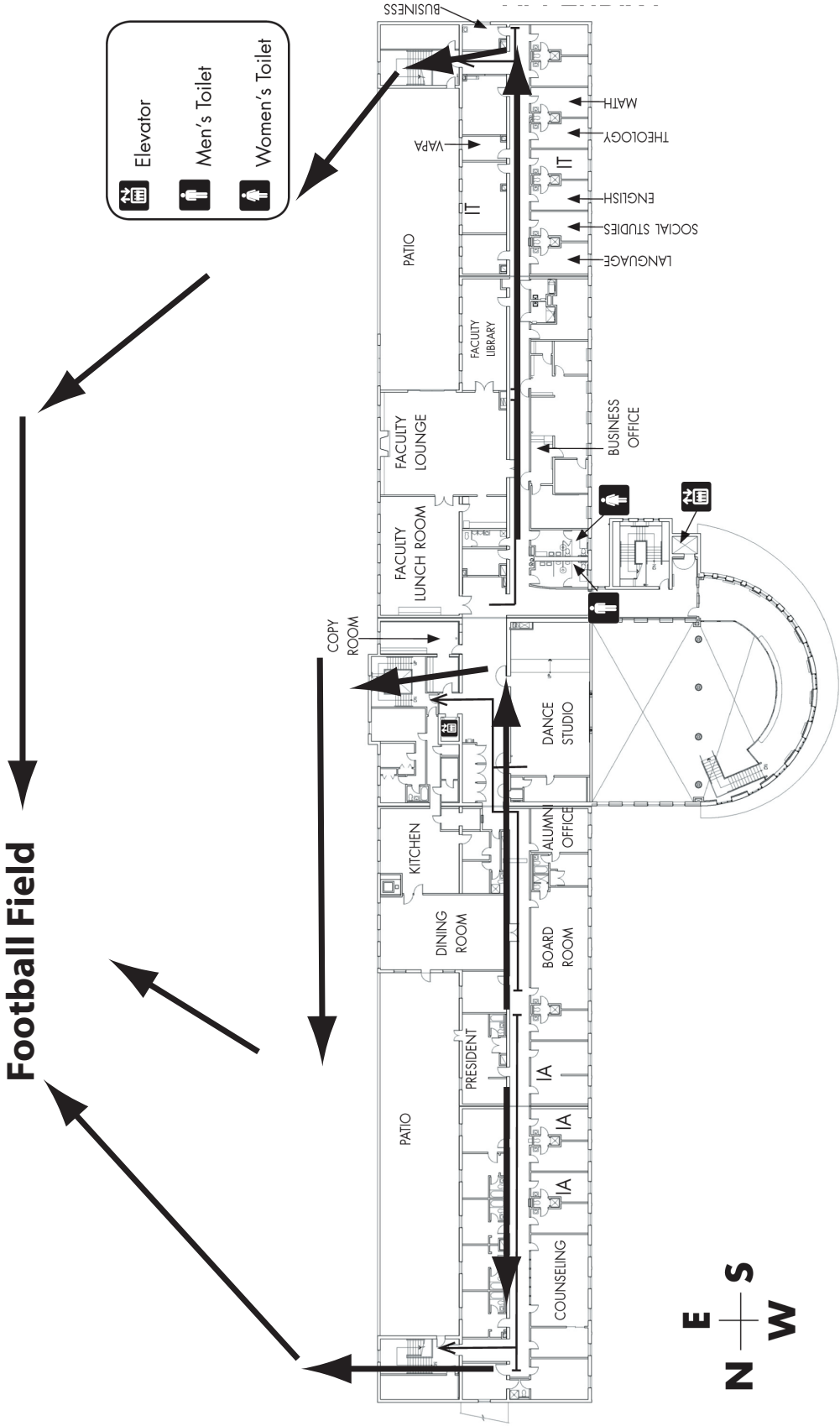
**MOREAU CATHOLIC HIGH SCHOOL  
FIRST FLOOR**

APPENDIX E



**MOREAU CATHOLIC HIGH SCHOOL**  
**SECOND FLOOR**

APPENDIX F



MOREAU CATHOLIC HIGH SCHOOL  
THIRD FLOOR

## APPENDIX G

### Facility Fees

---

Facility	Fee (3-hour minimum)	Additional cost/hour
Classroom	\$35	\$10
Student Center	\$250	\$75
Theatre	\$250	\$75
Gymnasiums	\$250	\$75
Outdoor Athletics:		
football/soccer	\$250	\$75
baseball/track	\$150	\$40

Additional costs may include fees which relate to:

    night events, A-V equipment, personnel needs, specialized equipment or set-up